



PARLIAMENT OF TASMANIA

PARLIAMENTARY STANDING COMMITTEE OF PUBLIC ACCOUNTS

Follow-up of the Report of the Auditor-General
Improving Outcomes for Tasmanian Senior Secondary Students
(No. 1 of 2022-2023)

Members of the Committee

Legislative Council

Hon Ruth Forrest MLC
(Chair)

Hon Luke Edmunds MLC

Hon Bec Thomas MLC
(Deputy Chair)

House of Assembly

Mr Simon Behrakis MP
(until 11 June 2025)

Mr Rob Fairs MP
(from 11 August 2026)

Mr Roger Jaensch MP
(from 9 September 2025 until 17 June 2026)

Mr Mark Shelton MP
(until 11 June 2025)

Mr Marcus Vermey MP
(from 9 September 2025)

Mr Josh Willie MP
(until 11 June 2025)

Mr Dean Winter MP
(from 9 September 2025)

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Charter of the Committee

The Public Accounts Committee (the Committee) is a Joint Standing Committee of the Tasmanian Parliament constituted under the *Public Accounts Committee Act 1970* (the Act).

The Committee comprises six Members of Parliament, three Members drawn from the Legislative Council and three Members from the House of Assembly.

Under section 6 of the Act the Committee:

- **must** inquire into, consider and report to the Parliament on any matter referred to the Committee by either House relating to the management, administration or use of public sector finances, or the accounts of any public authority or other organisation controlled by the State or in which the State has an interest, and
 - **may** inquire into, consider and report to the Parliament on any matter arising in connection with public sector finances that the Committee considers appropriate, and any matter referred to the Committee by the Auditor-General.
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Abbreviations and Acronyms

ACE	Alliance for Catholic Education
DECYP	Department of Education, Children and Young People
DoE	Department of Education
FTE	Full-time equivalent
MLC	Member of the Legislative Council
MP	Member of Parliament
MSO	Multi-School Organisation
PMO	Project Management Office
RTO	Registered Training Organisation
TAFE	Technical and Further Education
TASC	Tasmanian Assessment, Standards and Certification
TASSO	Tasmanian Association of State School Organisations
TCE	Tasmanian Certificate of Education
The Act	<i>Public Accounts Committee Act 1970</i>
The Committee	Parliamentary Standing Committee of Public Accounts
The Department	Department of Education, Children and Young People
TPA	Tasmanian Principals Association
VET	Vocational Education and Training
VLT	Virtual Learning Tasmania
YPD	Youth Participation Database

Executive Summary

The Committee reviewed the Department of Education, Children and Young People's (DECYP) response to the seven recommendations arising from the Auditor-General's *Improving Outcomes for Tasmanian Senior Secondary Students* report. DECYP has accepted all seven recommendations and points to considerable activity in response: a Project Management Office, standardised templates, communication planning processes, expanded data systems including the Youth Participation Database (YPD) and the TCE Tracker, and revised governance arrangements for major reforms.

The Committee accepts this represents genuine improvement in how the Department manages projects. However, the audit's underlying purpose was not to test whether DECYP had good project management arrangements - it was to test whether reforms were improving outcomes for senior secondary students.

On that measure, the evidence provided to the Committee was substantially weaker, and in several areas absent altogether.

The Committee's review found that the Department has made substantial improvements to project management processes, governance and data infrastructure since the Auditor-General's audit. However, this improvement is not matched by a corresponding improvement in publicly available evidence of outcomes. Recommendation 5 of the original audit, which speaks directly to reporting against performance measures, remains only partially implemented, and the Committee identified multiple specific instances where outcome data was either unavailable, not measured, or not able to be provided on request.

Outcomes reporting is the mechanism by which the Parliament and the public would be in a position to judge whether any of the other recommendations have translated into better outcomes for students. The incomplete status limited the Committee's ability to form a view on impact, as distinct from activity. The Committee therefore made an overarching recommendation as well as three (3) recommendations with regard to the Auditor-General's performance audit recommendations.

The overarching recommendation calls on the Department of Education, Children and Young People to develop and publish in the Annual Report, an outcomes report for senior secondary reforms.

The Committee further notes specific gaps where measurement of outcomes was requested but not able to be provided:

- The Department could not articulate how it measures the academic performance or outcomes of students enrolled in the Tasmanian eSchool, despite direct questioning at the public hearing.
- Comprehensive data on the number of students who re-engaged with learning through the 'Back on Track' program was incomplete, notwithstanding that this program is central to the Department's response on student engagement and a correction to the record was subsequently required regarding the figures cited in evidence.

- The long-standing target of 75 per cent attainment for extension school students, set in 2014, remains unmet, and the Department was unable to point to specific, measurable programs designed to close that gap beyond a description of existing general processes.
- Year 11/12 enrolment and outcome data by individual school, which would allow the Committee and the public to see where extension schools are succeeding or struggling, is not publicly available, and was described by the Department as data it does not routinely publish.
- The TCE Tracker, while a useful internal monitoring tool, is not public-facing.
- The Department's foundational response to Recommendation 1, a shared definition of 'educational success', remains unpublished as at 31 August 2026, more than eighteen months after work commenced, despite being described by the Department itself as the necessary precursor to redesigning how outcomes are measured and reported and was stated as being imminent.

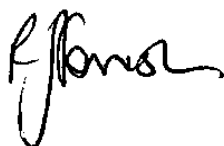
Taken together, these gaps suggest that while DECYP's project management maturity has improved, the Department has not yet demonstrated, through published, verifiable data, that senior secondary retention, attainment or engagement outcomes are actually improving as a result.

The Committee acknowledges the improved governance and data infrastructure are necessary preconditions for evidence-based improvement, but they are not themselves evidence of improvement of student outcomes.

The Committee is not satisfied that the current state of public reporting allows Parliament or the community to independently verify whether the reforms examined by the Auditor-General are achieving their intended effect.

The Committee considers it essential that the Department move beyond process assurance to publish measurable, outcome-based reporting, so that future scrutiny can assess impact rather than activity.

The Committee notes substantial progress has been made in implementing the Auditor-General's recommendations whilst noting continued effort will be required to ensure reforms deliver sustained improvements in retention, attainment and educational outcomes for Tasmanian young people.



Hon Ruth Forrest MLC
Chair

2 September 2026

Summary of Findings

The Committee made the following findings:

Area	Finding
AGR 1	F1. The Department of Education, Children and Young People has substantially addressed the deficiencies in project initiation planning identified by the Auditor-General through establishment of a Project Management Office and implementation of a standardised project management framework. F2. Project governance, accountability and evaluation arrangements are now considered at project commencement rather than being developed during implementation.
AGR 2	F3. Stakeholder engagement and communication planning are now embedded within the Department of Education, Children and Young People 's project management methodology. F4. The Department of Education, Children and Young People has broadened its stakeholder identification processes to include education partners, other government agencies, students, families and community stakeholders.
AGR 3	F5. The Department of Education, Children and Young People has significantly strengthened project management capability through the establishment of a Project Management Office and the training of more than 200 staff. F6. Project teams increasingly draw upon both internal expertise and cross-agency experience through governance and steering committee arrangements.
AGR 4	F7. The Department of Education, Children and Young People has implemented formal mechanisms to identify sponsors, senior accountable officers, project responsibilities and governance arrangements from project commencement. F8. Standard templates and project planning documentation have been developed since the Auditor-General's performance audit. F9. The Department of Education, Children and Young People was unable to articulate how it measured the success of the students enrolled in the eSchool. F10. As at the beginning of the 2025 school year, approximately 1,200 young people unlawfully did not have an approved learning plan. F11. During the 2025 school year, a number of students were re-engaged under the 'Back on Track' program. F12. The Department of Education, Children and Young People did not provide comprehensive data related to the numbers of students who re-engaged with learning under the 'Back on Track' program, despite being requested by the Committee.
AGR 5	F13. The Department of Education, Children and Young People has project reporting through development of its Strategic Plan Outcomes Framework and Review and Evaluation Policy. F14. While reporting practices have improved, evidence of benefits realisation and public reporting against project outcome measures remains inconsistent across major reforms. This reflects concerns originally identified by the Auditor-General.
AGR 6	F15. The Department of Education, Children and Young People has implemented the recommendation through completion of the Youth Participation Database and improved data sharing arrangements across Government, Catholic and independent education sectors.

Area	Finding
	F16. Enhanced data sharing is supporting evidence-based policy development, student tracking and intervention activities. F17. The development of the Tasmanian Certificate of Education Tracker represents an advancement in the Department of Education, Children and Young People 's capacity to identify students at risk of not attaining senior secondary qualifications.
AGR 7	F18. The Department of Education, Children and Young People has strengthened data literacy and analytical capability through implementation of the Tasmanian Certificate of Education Tracker and associated staff training resources. F19. Schools now have greater access to timely student information and risk indicators to support interventions. F20. Further work remains to ensure that data literacy capability is consistently developed across all schools and staff, particularly as new organisational arrangements and school groupings evolve.

Summary of Recommendations

The Committee makes the following overarching recommendation:

1. The Department of Education, Children and Young People develop and publish in their Annual Report, an outcomes report for senior secondary reforms including, but not limited to:
 - a. measurable retention, attainment and engagement indicators against clearly stated targets
 - b. student outcomes measured against the Department's Outcomes Framework
 - c. effectiveness data for engagement and re-integration programs, including disengagement and re-engagement numbers under initiatives such as 'Back on Track', and
 - d. progress against the definition of 'educational success', once finalised, including how it will be measured and reported.

The Committee makes the following three (3) recommendations related to each of the Auditor-General's recommendations to the Department:

Area	Finding
AGR 2	R1. The Department of Education, Children and Young People annually review the effectiveness of its communication and engagement framework, including the extent to which the student voice, family engagement and external stakeholder feedback have influenced project design and implementation.
AGR 4	R2. The Department of Education, Children and Young People create more robust data related to the numbers of students who re-engage with learning through the Back on Track program. R3. Once the definition of 'educational success' is settled, the Department of Education, Children and Young People ensure all students including those enrolled in eSchool and Virtual Learning Tasmania are included in the data.

Conduct of Review

In line with section 6(2) of the Act, the Committee resolved to undertake a review of the responses to the Auditor-General's recommendations contained within [Report No.1 of 2022-23 – Improving Outcomes for Tasmanian Senior Secondary Students](#).

On 29 May 2025, the Committee wrote to Hon Jo Palmer MLC (Minister for Education) informing her of the Committee's intention to follow-up the Auditor-General's Report with a questionnaire to establish the extent to which the recommendations of the audit had been implemented by the Department of Education, Children and Young People (the Department). The original response deadline was set to 27 June 2025.

For each of the audit recommendations, the Committee requested a written response by the Department detailing actions undertaken to implement the same, including (but not limited to):

1. clear indication of acceptance, in part, in full or in-principle or non-acceptance for each recommendation
2. in the case of recommendations not fully accepted, the rationale for not implementing or otherwise adopting the recommendation and detailed explanation related to this decision
3. evidence of implementation or progress toward the implementation of each accepted recommendation
4. an explanation for any delay in the implementation of any accepted recommendation, and
5. any other relevant detail.

Copies of documents that provided evidence to support the responses to the recommendations were encouraged.

On 11 June 2025, Her Excellency the Honourable Barbara Baker AC (Governor of Tasmania), agreed to Hon Jeremy Rockliff MP (Premier) request to prorogue the Parliament and dissolve the House of Assembly and a State election was called for 19 July 2025. Noting the existent caretaker period, the Secretary and Departmental representatives renegotiated a revised response date, and a submission was provided to the Committee on 15 July 2025.

In correcting an oversight, a supplementary response was forwarded by the Department on 8 August 2025.¹

After the commencement of the 52nd sitting of Parliament, the Committee was re-established on Wednesday, 24 September 2025.

The Committee resolved to hold a public hearing with Minister Palmer and Departmental representatives in Committee Room 2, Parliament House, Hobart:

¹ Recommendations 6 and 7 were inadvertently omitted from the original Committee request.

Thursday, 5 February 2026

Hon Jo Palmer MLC
Minister for Education

Department of Education Representatives

Ms Ginna Webster (Secretary)

Ms Jenny Burgess (Deputy Secretary, Strategy and Performance)

Mr Mark Sivills (Director, B-12 Provision)

On 13 February 2026, the Committee requested further information from Minister Palmer based on the evidence provided at the public hearing. The Minister provided a response to the Committee on 2 March 2026.

On 17 February 2026, Minister Palmer issued a correction to the record with respect to the 500 young people identified through the Youth Participation Database, as not meeting their education and training obligations, had been re-engaged in 2025 (see Recommendation 4).

Copies of the transcripts, tabled papers, broadcasts and responses are available on the Committee's inquiry webpage.²

² See in general 'Follow-up Audit: Improving Outcomes for Tasmanian Senior Secondary Students', <https://www.parliament.tas.gov.au/committees/joint-committees/standing-committees/public-accounts-committee/inquiries/follow-up-audit-improving-outcomes-for-tasmanian-senior-secondary-students>

Background

The Auditor-General undertook an independent assurance audit of the then Department of Education's (DoE) implementation of education reforms.

The objective of the audit was to express a reasonable assurance opinion of the effectiveness of the then DoE's implementation of education reforms, including extending State secondary schools to Years 11 and 12, the Years 9 to 12 Project and implementing changes resulting from the *Education Act 2016*.

The Report contained seven (7) recommendations against three (3) audit criteria and sub-criteria:

1. *Did DoE plan effectively to implement the Projects?*³
 - a. *Did DoE develop plans and related strategies based on evidence in the planning of the Projects?*
 - b. *Did DoE develop these plans and strategies in consultation with key stakeholders?*
2. *Did DoE implement the Projects efficiently and effectively?*
 - a. *Did DoE efficiently and effectively allocate resources to support implementation of the Projects?*
 - b. *Did DoE work in partnership with key stakeholders to implement the Projects?*
 - c. *Did DoE provide support to schools, colleges and students to implement the Projects?*
3. *Was reporting on the progress of implementation and impact of the Projects sufficient and appropriate?*
 - a. *Were key performance indicators used by DoE to monitor the implementation and impact of the Projects effective and support decision-making?*
 - b. *Was data used to monitor the implementation and impact of the Projects of sufficient quality?*
 - c. *Did DoE identify and address gaps in information needed to monitor the implementation and impact of the Projects?*

In response to the Committee's request for an update, the Department for Education, Children and Young People (DECYP) stated the following:

In response to the Auditor-General's Report, the Department transformed its project management approach. A new Project Management Office was stood up in 2022 and a new project management framework was launched in 2023. Work towards four of the five

³ Since 2014, the Government had implemented a number of reforms to improve senior secondary student (Year 11 and 12 students) attendance, retention and attainment outcomes. The audit assessed the following three projects managed by DoE in connection with those reforms:

- Years 11 and 12 Extension Program (Extension Program)
- Years 9 to 12 Project
- Youth Participation Database.

These projects were collectively referred to as the 'Projects'.

*recommendations has been completed, and significant progress has been made towards the fifth. Work to enhance project management maturity is ongoing.*⁴

The Department also provided a copy of its ‘Strategic Plan 2024-2030 Outcomes Framework’ (Attachment B) and ‘Review and Evaluation Policy’ (Attachment C).

At the public hearing, Hon Jo Palmer MLC (Minister for Education) provided the following opening statement:

***Ms PALMER** - ... It is really good to have the opportunity to make an opening statement about how this Government is focusing on improving senior secondary outcomes with concentrated effort through a fit-for-approach to project management, governance and stakeholder engagement.*

The Independent Education Review⁵ gave us a really honest picture of where we are and a clear road map for where we need to go. A key theme of the review was defining educational success. It found the absence of a shared definition in Tasmania meant that success had been narrowly understood through traditional measures of formal attainment. This has meant that many students could not actually see themselves reflected in the prevailing narrative of success. By extension, that means what we have been measuring is too narrow and doesn't give us a complete picture of what success looks like. We need to change that and we are changing that.

A foundational response to Recommendation 1 has been working together to develop a shared and inclusive Tasmanian definition of educational success. Through the review, young people clearly told us that success is broader than their grades alone. It's about developing life and social skills, having real choices for the future, growing as individuals, achieving personal goals and contributing meaningfully to their communities. Those voices are shaping the definition, which is being developed collaboratively with other education sectors and key stakeholders, including our unions, the Tasmanian Association of State School Organisations (TASSO) and the Tasmanian Principals Association (TPA), and we are very close.

For me, this matters deeply. A shared definition gives our system a common purpose and young people a clear sense that success can look different for different learners and that their aspirations matter. A shared definition of educational success will enable us to focus on what we need to do to ensure learners can achieve success under that definition and look at what it means for curriculum and ensure the TCE remains fit for purpose.

While this work has been progressing, our school sectors have also been working together on areas of improvement identified in the Auditor-General's report. Of the seven recommendations, six have been fully implemented and one partially implemented. Significant work has been undertaken to address recommendations and that's including: the establishment of a project management office to provide project support across DECYP, the implementation of a specific approach to project management, and that

⁴ Letter from Jenny Burgess (Deputy Secretary Continuous Improvement and Evaluation, DECYP) to Committee dated 14 July 2025

⁵ See ‘Independent Education Review’ Tasmanian Government, <https://ier.tas.gov.au/> [Accessed 31 August 2026]

*includes project initiation and good governance practices with clear roles and responsibilities identified at the outset; and a focus on short, medium, and long-term project implementation approaches.*⁶

⁶ See Public Hearing (5 February 2026) - Min Palmer, https://www.parliament.tas.gov.au/_data/assets/pdf_file/0016/101833/PAC-Follow-Up-Audit-Improving-Outcomes-for-Tasmanian-Senior-Secondary-Students-5-February-2026.pdf, p.1-2

Departmental Responses

Audit Criteria 1: Did DoE plan effectively to implement the Projects?

Auditor-General Recommendation 1

The Department of Education (or its succeeding agency) ensures project initiation planning is undertaken as a first step in the implementation of reforms

The Department reported to the Committee:

- it had accepted the Auditor-General's recommendation in full
- the recommendation had been implemented, and
- work to enhance project maturity was ongoing.⁷

The Department provided the following as evidence of implementation or progress:

DECYP established a Project Management Office in 2022 to provide advice and support on project management.

DECYP has introduced a departmental project management approach that normalises undertaking project initiation as the first step in project management. A project management intranet site was launched in March 2023 which contains templates, tools and associated guidance for staff, including on initiation.

DECYP continues to enhance its project management maturity and approach.

At the public hearing, Minister Palmer, Ms Ginna Webster (Secretary, DECYP) and Ms Jenny Burgess (Deputy Secretary, Strategy and Performance, DECYP) provided the following:

Ms PALMER - ... DECYP has implemented a structured system-wide approach to project initiation, and this means reforms are clearly defined from the outset and there is that shared understanding of purpose, scope and intended outcomes. This work aligns very closely with the independent education review principles by strengthening early planning to ensure that reforms deliver the best outcomes for children and young people.

The Project Management Office, which we refer to as the PMO, was established in 2022, and, following integration into whole-of-agency policy services in early 2025, continues to support all major reforms with standardised initiation requirements. ...

Ms WEBSTER - ... We used internal resourcing for that PMO. It's now integrated within a whole-of-agency policy services within the strategy and performance portfolio. It has really improved our project management capability. It's intended to be a whole-of-agency approach.

⁷ DECYP response to Committee (14 July 2025) ([Attachment A](#)), p.1

As the Minister said, we have templates and guidance there for all agency projects, not necessarily just within the education sphere or this particular focus of the Auditor-General's report. What we have done really is provide oversight to whether the projects are low, small, medium or high, large projects. There's the opportunity to adjust the templates and the guidelines according to the particular project.

Depending on the project and this might go to future recommendations, but we do have a strong governance approach on those projects. If the project is a long-term, high-profile, significant project, we would have governance of that over a steering committee that would also include external resourcing for that governance arrangement.

CHAIR - *How does this change from what was happening previously?*

...

Ms BURGESS - *During that time, back when this was being undertaken, we had a more dispersed approach to this rather than a centralised coordinated approach. Within the portfolios at that point in time, while there was project management staff and expertise working in that, we didn't have a centralised coordination approach to the initiation phases, to the documentation, to the evaluation, to all of those phases of project management. We were probably more reliant on the individual skill-sets people brought to the table. We saw the gap in that and realised, of course, we needed to have a more centralised approach. Then with the coming together of the two agencies, it was again time to consolidate that and make sure there was consistent practise across all of the portfolios.*

CHAIR - *Minister, the Project Management Office oversees projects related to infrastructure as well as soft infrastructure. Can you provide a bit more description of how it actually works ...?*

Ms BURGESS - *Within the agency, we have really well-established project management approaches, particularly in the information technology and systems area as well as the infrastructure, the facilities area. Those two teams have well-established skill-sets and approaches and processes, slightly nuanced for the area they're working in. This project management approach goes to more the policy strategy areas of project management, so that softer side rather than that more infrastructure technology side.*

CHAIR - *So that said, the policy and strategy, it can't be in a silo from infrastructure or ICT or those sort of things. How do you ensure ... we don't end up with a siloed approach, ...?*

Ms WEBSTER - *The first thing I'd say is that one of the things that project management officers established is that the template for clarity, role definition, governance, initiation - it really is a guide for all those other areas to go to make sure that there is that consistent approach. One of the other things that the Department has are, what we would call 'plans on a page', and that really governs a plan that we would apply for all projects regardless of whether they're infrastructure or those other IT projects or policy projects.*

To give you an example, we've got the 57 plans on a page to support project initiation and planning for the Commission of Inquiry. We have 204 plans on a page to support

school-based project and reform. They really are the guiding principles ... because each project is slightly different. Obviously, infrastructure you'd bring in, obviously, different stakeholders, there's a different project budget, there's a different approach, IT. Then you've got those smaller policy projects where you do want to ensure they've got a strong communication plan with stakeholders. The project management office that was established provides the guidance for those areas. It doesn't do the work, but it provides the guidance for that.

Ms BURGESS - ... *In addition to that, we've got well-established governance, so the governance and the ways of working through that governance play a particularly key role.*

If I use an example to build the understanding, in the area of student systems and student system support we're giving some consideration to what that might look like going forward. Now, while that's a system - that might be a solution, the work actually is around the strategy and the policy. The governance provides the bridge between that IT approach to work and actually what's required on the ground in the operational level of, let's say, schooling and then what's the policy work that needs to be done to ensure that the system is responding to the contemporary needs of schooling and the policy environment.

There's joined-up governance in that space, and I think what you'd find in that one in particular is that all deputy secretaries that are working or have relevance in that space are all part of the discussions around the data and the systems through a governance-based approach.

CHAIR - *But how do you measure the outcomes of this implantation of this recommendation and the project management office in that space?*

Ms PALMER - *I think one of the great indicators is when you're getting feedback from staff who are sort of saying we have such greater clarity now. We have improved confidence in our project planning, the roles and the responsibilities and the governance are now really defined. I think that that's been really good to be getting that feedback back. Also, it's in the delivery of projects. That's where we look to see how these changes and the implementation of this work makes a difference. But it is good to get that feedback from staff.*

Ms WEBSTER - *To give an example of that would be the Lifting Literacy Outcomes Monitoring Group, for example. As the Minister mentioned, the independent education review specifically said that the Lifting Literacy initiative and project that the Department has undertaken is really starting to take hold and see success, and we should stay the course with that. But to make sure that we're on the right track and those outcomes are being monitored, the Lifting Literacy Outcomes Monitoring Group does exactly that. That's independently chaired, it sits within the Department of Premier and Cabinet, so there are also those oversight mechanisms -*

CHAIR - *That weren't there before.*

Ms WEBSTER - That weren't there before. I think depending on the size of the project, we would then - evaluation is a really strong part of each project finalisation. Certainly, my observation of the Department and what I've seen and been involved in is that that process doesn't wait until the end of the project. Projects now start at the beginning to say how are we going to monitor and evaluate the project. I think the Department has a very strong track record of external evaluation and monitoring. I think that probably did come out of this approach, but that's obviously improving over time. I think it does very much depend on the size of the project. ...

Mr EDMUNDS - ... You talked about the success of implementation of point one, and I was going to ask for some - because you talk about policies and yada, yada, yada. Actual things we can look at - so you've talked about Lifting Literacy, are there other projects you can perhaps reference how the recommendations made have been implemented and that you've found successful?

Ms PALMER - ... In the evaluation space with the policy and reform piece around multi-school organisations. From even before the Multi-School Organisation trial officially got underway - working on what does the evaluation look like, how does that need to roll out - that's something that was in the planning months before.

It's really been quite serious about the evaluation side of things. That is part of a project day one. It's not something that we get halfway through a project and go, 'Oh, we probably should start evaluating this'. In the time that I've been with the Department, that's been really great to see that in the reforms and in some of the policy spaces. ...

Ms WEBSTER - I was going to mention the multi school organisation and we're currently - we are also rolling out, today, day one of the groupings of schools as well. We're currently going through a process of looking at how we evaluate that model, too. The Department collects a lot of data, so it has a really good starting point - I think to say we already collect the baseline data. What do we need to gain out of that data and what's the analysis we can gain from it?

I think internally too, there's a lot of internal committees on school improvement, obviously, standard work, health and safety, those sorts of things - but there are specific committees and roles that are focused on school improvement in particular and those sorts of things. There is a lot of internal evaluation, but also that external evaluation as well. ...

Ms BURGESS - I could give another example for you. So, the Independent Education Review, or the independent review of education - I think we call it different acronyms. For example, as you would be aware that the report was handed down in January [2025] last year. It makes a number of recommendations. In response to that, from a project management perspective, we've done a number of things. Each of those recommendations has a senior accountable officer and a sponsor who is held accountable through various processes and through their performance development to ensure that they deliver on that.

From there, it's really clear about what the initiation documentation needs to look like, the accountabilities and the clearance processes through the governance structure. Some

might go through a learner in school improvement governance structure up to the executive leadership team. In addition, there is public accountable reporting annually and we report quarterly to the Minister on progress reports, and so all of those feed into that.

Within each of the projects there is obviously the project management approach being undertaken so there's one there for Recommendation 1, around defining success. All of that documentation is there what the outcome is that we're seeking to achieve and then how that will be developed, consulted on, evaluated, implemented, refined, et cetera.

CHAIR - *When is it expected that it will be implemented? Defining success of the shared definition, you said - you sort of indicated it hasn't quite got there yet?*

Ms PALMER - *... It's one of the things that Vicki Baylis, who did that amazing body of work - she's one of Australia's great educators, came to us from the Northern Territory. One of the things she said is that that's actually going to be the hardest recommendation because that's about looking at culture.*

There are so many voices in that space that we needed to listen to and perhaps most importantly, it was the voice of students. Through her work with the review she conducted hundreds of visits and engagements with school children of all different ages and was able to really hear their voice about what they see as educational success. As soon as the review came out, I asked the Secretary to talk to ACE,⁸ which is head of Catholic Education, head of our independent schools and of course our Secretary is head of our Government schools, to look at that recommendation and to come back to me with their thoughts around what educational success looks like.

We've been able to combine all of these bodies of work and all of these voices and I would say we are very, very close to actually bringing out what is that definition of educational success, how do the heads of all of our schools view it, how did our children view it, how do our teachers view it and what do our families say educational success is? What makes a family go, 'I see this in my child?'

CHAIR - *How will you measure it? Will that be part of it? You have a definition, but it's important to deliver against that.*

Ms PALMER - *Yes, this is going to be a really big body of work but it had to start with that definition because it's from there that we will be held accountable and where that will actually shape how we collect data, how we report on the achievements of our children and young people. ...*

Ms WEBSTER - *As the Minister said, we have the Education Advisory Council, the Heads of Education, looking at that and coming back to work that has already been done. We've certainly started on that immediately, but that has been a pretty big consultation piece because of the voice of the children and also it is across the three sectors, so that will come back to the Education Advisory Council and then we're working together to*

⁸ Alliance for Catholic Education

embed that definition and also the planning is underway to look at how we evaluate that. Echoing what the Minister said, it's a fairly complex piece of work. ...

Mr WINTER - *When will that be completed?*

Ms PALMER - *I believe we're going to have that definition in a matter of weeks. ... Once we have that definition which had to be that first piece of work, a program of work will be triggered from that definition and that will be looking at our whole approach to senior secondary accreditation and delivery. We will be looking at things like reviewing our Tasmanian Certificate of Education to determine whether it's fit for purpose, including what we measure as part of this certification and also considering what we deliver, how we deliver it and where we deliver it, so that definition of what is success will be a guidepost for us in how we move forward.*⁹

The Committee found the establishment of a Project Management Office has strengthened governance, accountability and consistency across departmental reforms.

The Committee considers Recommendation 1 implemented.

The Committee further notes as of 31 August 2026, the definition of 'educational success' has not been published on the DECYP website.¹⁰

Committee Findings

- F1. The Department of Education, Children and Young People has substantially addressed the deficiencies in project initiation planning identified by the Auditor-General through establishment of a Project Management Office and implementation of a standardised project management framework.
- F2. Project governance, accountability and evaluation arrangements are now considered at project commencement rather than being developed during implementation.

⁹ See Public Hearing (5 February 2026) - Min Palmer, p.2-7

¹⁰ See in general 'Defining Educational Success', Department for Education, Children and Young People, <https://www.decyp.tas.gov.au/about-us/strategies-and-frameworks/defining-educational-success/> [Accessed 31 August 2026]

Audit Criteria 1: Did DoE plan effectively to implement the Projects?

Auditor-General Recommendation 2

The Department of Education (or its succeeding agency) undertakes communication planning to define key terminology, develop key messages and support a shared understanding of the project and its intended outputs and outcomes.

The Department reported to the Committee:

- it had accepted the Auditor-General's recommendation in full
- the recommendation had been implemented, and
- work to enhance project maturity was ongoing.¹¹

The Department provided the following as evidence of implementation or progress:

Stakeholder engagement and communication planning are embedded into the departmental project management approach.

DECYP builds a shared understanding of its reform agenda through project documentation, and planned communication activities.

At the public hearing, Minister Palmer, Ms Webster and Ms Burgess provided the following:

Ms PALMER - ... This is, obviously, looking at communication planning. The Department now embeds communication planning into all major reforms and the Deputy Secretary has touched on this with the previous recommendation. This provides a shared understanding of intent, terminology and expected outcomes across stakeholders and, again, looking at the Independent Education Review where there was a focus on clarity and transparency and shared understanding with communities.

Community planning now occurs early and making sure that reforms are understood before implementation. ...

Ms WEBSTER - I think, as the Minister said, our aim is to make sure that we communicate earlier and have really clear messaging around projects and initiation stage. I think we'd always want to communicate a lot better. ...

And there's a lot to get through in a day for a principal. There's a lot to get through if you're a child safety worker or a youth justice worker as well. We want to make sure that we have a process to hit our communication in the right way at the right time. I think we would say that is still very much evolving around early communication, including with key stakeholders that are outside the agency ...

CHAIR - ... In terms of identifying and then engaging with the key stakeholders, and obviously it depends somewhat on the project you're looking at. But how is that determined?

¹¹ DECYP response to Committee (14 July 2025) ([Attachment A](#)), p.1

Ms WEBSTER - Again, it depends on the project. If I can give an example of what we're doing, we have two workforce roundtables at the moment, one Education and one Child Safety and Youth Justice roundtable. The Education roundtable, we have all the key stakeholders invited and attending those roundtables.

CHAIR - How do you identify them? Have you got a list? Is it a standard list?

Ms WEBSTER - Yes, absolutely. It's a standard list that would be added to, depending on the project. For Education, the standard list would be, of course, our staff, our unions, the schools association, principals association -

CHAIR - Other Departments?

Ms WEBSTER - Other Departments. It just depends. We would have a standard list. It also depends on the community, very much place-based, and our school associations in the Education space are very key part of that. If it was another area of the Department, it could include police, those sorts of things. We have a standard list that we would then workshop at the initiation phase.

CHAIR - I don't think you mentioned students.

Ms WEBSTER - No, that was an oversight. It wasn't that we don't consider them. It was just a list that I wasn't necessarily reading from. But absolutely.

Ms PALMER - It even expands to local councils. If there's something happening in an area, then it's making sure you're engaging with the local councillors and what have you. ... We look at what each project might actually require. There's not a one-size-fits-all.

CHAIR - One of the key problems ... was that not-good communication leads to all sorts of misunderstanding and misinterpretation of the intent. The way I read the intent of this recommendation is that there needs to be consistent messaging, clear messaging, repetitive messaging, and that sort of thing. In terms of the communication planning, you've talked about a sort of a system and that, but have you got a planning document that has all these things listed? Can you provide a copy of that?

Ms BURGESS - The communication planning document? Yes.

...

Ms WEBSTER - We also have our regular student surveys through the year as well, and there's an opportunity to engage separately.

I think the other thing, though, picking up your point around the voice of the student and the voice of the young person sort of from a general perspective, we do have a child advocate who we can engage with around a range of things. We engage with other organisations to make sure that we can get the voice of the child included, as well as our schools and our survey. There's a number of steering committees or roundtables that I'm involved in where there are students or lived-experience people on those panels as well.

*Ms PALMER - Our Youth Advisory Council as well, which is another great way to be able to take a scenario to a group of children who are from right across the state, from all different parts of Tasmania, and put a topic on the table. I've been very fortunate as the Minister to have the opportunity to be in the room with them and actually see that in action. They're a diverse range of young people, so you get the full spectrum of what they're thinking at that time, which is really great.*¹²

In response to a question on notice, Minister Palmer provided a copy of the communication planning engagement document referred to in the public hearing (see [Attachment D](#)).

The Committee found stakeholder engagement and communication planning are now embedded within departmental project management processes.

The Committee considers Recommendation 2 implemented.

Committee Findings

- F3. Stakeholder engagement and communication planning are now embedded within the Department of Education, Children and Young People's project management methodology.
- F4. The Department of Education, Children and Young People has broadened its stakeholder identification processes to include education partners, other government agencies, students, families and community stakeholders.

Committee Recommendations

- R1. The Department of Education, Children and Young People annually review the effectiveness of its communication and engagement framework, including the extent to which the student voice, family engagement and external stakeholder feedback have influenced project design and implementation.

¹² See [Public Hearing \(5 February 2026\) - Min Palmer](#), p.7-9

Audit Criteria 2: Did DoE implement the Projects efficiently and effectively?

Auditor-General Recommendation 3

The Department of Education (or its succeeding agency) supports the resourcing of project teams, including people with project management experience and/or expertise.

The Department reported to the Committee:

- it had accepted the Auditor-General's recommendation in full
- the recommendation had been implemented, and
- work to enhance project maturity was ongoing.¹³

The Department provided the following as evidence of implementation or progress:

DECYP's Project Management Office provides advice and support on recruitment of new project staff.

During reform projects, dedicated short-term teams are stood up, comprising existing, experienced staff. Examples include the 2023 Swift Six,¹⁴ the 2024-2025 Priorities, and the Commission of Inquiry response.

The Project Management Office provides advice and upskilling for existing staff. Since 2023, 200 DECYP staff have attended 2-day in-house project management essentials course run by State Growth and DECYP.

At the public hearing, Minister Palmer, Ms Webster and Ms Burgess provided the following:

CHAIR - ... *This is in relation to supporting the resourcing of project teams and including people with project management experience. We know the State budget is tight and constrained. Has this been a challenge? And have you got the adequate resources to deliver the work that you've committed to here in this particular area?*

Ms PALMER - ... *DECYP has certainly strengthened project resourcing and capability across major reforms. Short-term reform teams have been assembled to make sure that experienced staff lead key change. This was done with the Swift Six when DECYP first came together and also to support responses to the Commission of Inquiry. The Project Management Office provides recruitment support, capability uplift and professional learning, and over 200 staff have been trained in project management since 2023.*

Ms WEBSTER - *Just also to extrapolate that, I think the Minister mentioned that we have those over 200 staff that have been trained. For really large projects or specific projects, we would absolutely seek to get specific and bespoke resources in. We certainly have done that with some of our larger projects. In any infrastructure projects, the*

¹³ DECYP response to Committee (14 July 2025) [Attachment A](#), p.1

¹⁴ See 'Our Approach to Child and Student Wellbeing', DECYP, <https://www.decyp.tas.gov.au/about-us/strategies-and-frameworks/our-approach-to-wellbeing/> [Accessed 2 September 2026]

Department has a really strong infrastructure project approach. We have our own internal resources that we've really built up in that space.

If I'm able to use the example of steering committees as well. When we establish a steering committee, we would get that external expertise from other Departments. Not necessarily taking a resource from another Department but taking the people and putting them on a steering committee where they've led major projects they've been involved in, whether it's major infrastructure, key change management projects. Then we would actually use their expertise on a project steering committee. That gives us that external view. If I think of a couple of our steering committees at the moment, we have: Department of Health, Department of Premier and Cabinet, we have Department of Justice, those sorts of people who have been in large projects on those steering committees able to work with our project managers to identify risks, to identify issues and to help them as the project goes on.

I think whilst it can be, in a small state like ours, those resources can be scarce, I think we have a really great way of identifying and collaborating with other Departments as well.

CHAIR - *That said, do you believe there are adequate resources to deliver the intent of this?*

Ms WEBSTER - *I think there is. I think it very much, again, depends on the project because we do look at moving people around the Department. They often get a lot out of that themselves. We do sometimes have to prioritise some projects over other projects. That's just a realistic way of what we do. But certainly, in terms of the intent of the recommendation at the time, I believe that has been addressed.*

Ms BURGESS - *I wanted to expand a little bit on the capability development side of things. Coincidentally, I met with - and it was coincidentally, key project leaders from across the agency yesterday to touch base and talk about, now that we've got the embedded approach of we've got a project management office and we've got the templates, and we've got the practices in a shared space where people - what next? What else do we need from a capability development point of view?*

There was a really good discussion about, how do we develop a community of practice in this space, so how do we make sure that we're growing people all the time or onboarding people appropriately in that space? There was a view at that point in time that there's some areas that we probably need to strengthen given that, as you would appreciate, staffing and resourcing in the agency doesn't remain static. People move around, change jobs, come in and out. How do we keep that capability level at the level that we need to make sure that we can deliver on projects for Government? As you may be aware, the Independent Education Review's Recommendations 11 and 14 went to implementation and de-implementation. That, of course, is part of running a good project and supporting people to move, so do we need some more practice and skill sets developed in that implementation/de-implementation space and what does that look like?

*Another area for further growth and development was in the change management space, so how do we continue to embed that change management piece into all of the projects that we do, be they big or small?*¹⁵

The Committee found project management capability across the Department has improved, although workforce capability development remains necessary.

The Committee considers Recommendation 3 implemented.

Committee Findings

- F5. The Department of Education, Children and Young People has significantly strengthened project management capability through the establishment of a Project Management Office and the training of more than 200 staff.
- F6. Project teams increasingly draw upon both internal expertise and cross-agency experience through governance and steering committee arrangements.

¹⁵ See [Public Hearing \(5 February 2026\) - Min Palmer](#), p.9-10

Audit Criteria 2: Did DoE implement the Projects efficiently and effectively?

Auditor-General Recommendation 4

The Department of Education (or its succeeding agency) ensures its project management approach includes clear responsibilities and accountabilities down to the project task level.

The Department reported to the Committee:

- it had accepted the Auditor-General's recommendation in full
- the recommendation had been implemented, and
- work to enhance project maturity was ongoing.¹⁶

The Department provided the following as evidence of implementation or progress:

Roles, responsibilities and governance are established in the project initiation phase.

The sponsor and senior accountable officer for reform projects are identified from the outset and are widely communicated.

At the public hearing, Minister Palmer, Ms Webster and Ms Burgess provided the following:

CHAIR - ... *Is there a document that you have that actually outlines this?*

Ms WEBSTER - *I think we can. I think we have those documents at each project level, going down to project task.*

CHAIR - *It's not one of your templates, as such?*

Ms WEBSTER - *I think we can probably provide something that shows the sponsor, the senior accountable officer, the tasks, the timeframes, the risks and those sorts of things. We can definitely provide something to the Committee that outlines that.*

CHAIR - *Is that process applied to all projects, big and small? I think you alluded to that earlier.*

Ms WEBSTER - *Yes. If I use the Commission of Inquiry as an example, we would have a sponsor for each one of the recommendations. We'd then have a senior accountable officer and then it would report through to the executive leadership team each month to determine the risks, the issues and how we're proceeding against the timeframe. That sort of example extrapolates across the various projects, depending on the size of the project.*

Ms PALMER - *Perhaps, Chair, it also goes back to what the Secretary was talking about before about plans on a page that you see embedded right across for that day-to-day management of projects.*

¹⁶ DECYP response to Committee (14 July 2025) [Attachment A](#), p.1-2

CHAIR - Have you got a particular project or policy piece with regard to senior secondary? These seem a bit more high level than the senior secondary student outcomes that the Auditor-General was actually auditing. Is there an example you could provide to us in that space?

...

Ms WEBSTER - I think we can definitely provide that, from a Lifting Literacy perspective or perhaps curriculum development, or one example from the projects that were specifically examined by the Auditor-General. That's what you're asking? ¹⁷

In response to a question on notice, Minister Palmer provided copies of the relevant templates used to plan projects (see [Attachment E](#) to [Attachment H](#)). In addition, Minister Palmer stated that 'the Lifting Literacy initiative is an example of a relevant project or policy piece that demonstrates positive change in approaches since the Auditor-General's Report, including how outcomes are measured' (see [Attachment I](#) to [Attachment L](#)).

At the public hearing, Minister Palmer provided the following:

Mr WINTER - I wanted to ask about the way you're monitoring the success of the extension schools over time. I don't spend as much time living and breathing this as you do, but speaking to my local schools, I go to some extension schools who tell me that things are fantastic, the kids are really benefiting, their enrolments are high, and I go to some that tell me the exact opposite. How are you going about assessing, in the school-by-school way, how those extension schools are performing in Years 11 and 12?

Ms PALMER - I would absolutely agree with your comment. As I've been going around visiting all our different schools and spending a lot of time in our colleges, I will speak to young people who would never have gone past Year 10 if it hadn't been for this opportunity to see extension schools right across the state. Then you will go to some schools where the very vast majority of leavers at Year 10 are making a decision to go to colleges. This has been a very important policy to ensure - a bit of an equaliser, I think - that if going to college is too great a distance from where you are, or anxiety we know plays quite a key role for some young people - we've been able to ensure that all young people have really got that opportunity if they choose to stay where they feel safe, which is great.

In 2025, we saw nearly 12 per cent of our senior secondary cohort opting to study at one of our extension schools, so that represents 1,086 individual young people who - I'm not saying that without this option they wouldn't have gone on to Year 11 and 12, but they did make quite possibly a large number of that cohort of 1,000 children who could possibly have ended their education at Year 10.

Mr WINTER - Does that include the co-enrolled students? Does that 12 per cent include those co-enrolments?

Ms PALMER - I will take that on notice. My expectation is that it would, because we do see great collaboration even between our schools and our colleges. I have some stats

¹⁷ See [Public Hearing \(5 February 2026\) - Min Palmer](#), p.10-11

*here. You've got 1,086 students, as I mentioned, who are individual young people who have chosen to go through our extension schools, 11.8 per cent of total Government senior secondary FTE and 404 students in shared enrolments.*¹⁸

In response to a question on notice, Minister Palmer provided further information with respect to the 12 per cent of Tasmanian senior secondary cohort opting to study at one of the State's extension schools:

The 12 per cent represents the proportion of the total senior secondary full-time equivalent (FTE) that is delivered by extension schools (at Census 1, 2025).

However, of the entire student cohort (i.e. headcount), 13.9 per cent of the total senior secondary cohort are doing some or all of their enrolment at an extension school.

At the public hearing, Minister Palmer, Ms Webster, Ms Burgess and Mr Mark Sivills (Director, B-12 Provision) provided the following:

Mr WINTER - *The other one I was interested in, just speaking to teachers and principals, was around students who are enrolled online for Year 11 and 12.*

Ms PALMER - *As in eSchool?*

Mr WINTER - *Yes. How many enrolments do we have around that? Correct me if I'm wrong, but I think they're still associated with a Year 11 and 12 school.*

Ms WEBSTER - *... For eSchool - and this is at 2025 - Tasmanian eSchool is 102 actual enrolments.*

Mr WINTER - *But am I right to say that even though there's 102 that are part of the eSchool, each student still gets associated with a Year 11 and 12 physical school as well?*
...

Mr WINTER - *... I was just asking about those eSchool enrolments. There's 102 and I was asking if each of those individual students is still associated with a physical, bricks and mortar school as well, or are they simply enrolled as part of the eSchool?*

Mr SIVILLS - *I think it would vary. They're associated with the eSchool, that's their full-time enrolment. Most of the time we have an awful lot of young people who are also engaged through the Virtual Learning Tasmania program, and they are associated with another school, so I think around 36 schools in 2025 were supporting a partial online enrolment which is operated through the Virtual Learning Tasmania program. They are associated with a base school or a home school in a different way to eSchool students would be.*

Mr WINTER - *How are you monitoring and measuring the success of those students within the eSchool in terms of their results and attainment?*

¹⁸ See [Public Hearing \(5 February 2026\) - Min Palmer](#), p.11-12

Mr SIVILLS - *Measuring the results of the eSchool -*

Mr WINTER - *How are they performing? How are their academic results in -*

Mr SIVILLS - *I would have to take that specific one on notice to come back to exactly what the results are for each school.*

Mr WINTER - *Less so about what the results are, but more about how you're measuring them. Do you measure those in the same way as you would through NAPLAN? How is the Department monitoring the success of that program?*

Ms WEBSTER - *Just so I can understand, the question is not necessarily what their attainment is or what their results are, but do we measure if they're any different to students that might be enrolled at a physical school, is that correct?*

Mr WINTER - *Yes.*

Mr SIVILLS - *I think we would be able to get information about the relative performance of students who are undertaking learning through the eSchool. I think it probably should be noted we're talking about a quite a different cohort that are enrolled through that school for particular reasons.*

Mr WINTER - *I'm very aware of that. The audit was about how we're rolling out projects but also how we're measuring the success of them. That's where the question came from rather than pointing to the specific results...¹⁹*

In response to a question on notice, Minister Palmer provided further information with respect to how the Department measures the relative performance of those students enrolled virtually in the eSchool program against other Tasmanian senior secondary school enrolments:

Tasmanian eSchool and Virtual Learning Tasmania (VLT) senior secondary results are captured in the same dataset as all other senior secondary students.

The performance of eSchool and VLT students is interpreted in the context of their distinct purposes rather than compared to the larger cohort of all senior secondary students.

Tasmanian eSchool operates as a full-service school and serves students who fit the specific criteria for enrolment and who often have diverse or complex learning needs requiring flexible learning models. Their learning pathways and progress profiles may differ significantly from typical senior secondary enrolments. VLT is a course-delivery service, currently operated from within the infrastructure of the eSchool to expand access to senior secondary subjects across Tasmanian schools.

Students remain enrolled at their base school.

¹⁹ See [Public Hearing \(5 February 2026\) - Min Palmer](#), p.12-13

Senior secondary students enrolled at eSchool can also access VLT subjects if it suits their learning pathway.

At the public hearing, Minister Palmer, Ms Webster and Ms Burgess provided the following:

Mr WINTER - ... Minister, the extension school program started with a target of Government getting to an attainment rate of 75 per cent. We're well short of that, but I'm just wondering, in terms of setting targets and trying to achieve them, does the Government still have that 75 per cent as a target or has that been changed?

Ms WEBSTER - That was the target in 2014. From our perspective, that hasn't changed.

Mr WINTER - What are the specific programs or changes that you're looking to make in order to try and get us up to 75 per cent? Are there any specific programs or projects that you're looking at in order to get to that 75 per cent mark?

Ms PALMER - There's a number of bodies of work around this and a number of strategies in place. One of the things that we have a real focus on is when children go into Year 11, if there are children who are not continually engaging, we first go to our schools to say, 'Where is this young person?' We go to our schools first to really engage because they know the young people, they know the families.

If the schools aren't able to engage those young people, we have a team within the Department called 'Back on Track', and they do an incredible job where they go to that next level of engaging with the child, engaging with the family, and really looking at how they can get them back engaged in some form of learning. They are an amazing team, and they really do a great job.

I know somewhere in this folder are the numbers of young people who at the beginning of the year - I think there was over 1,000 - who were not engaged, and by September of that year, I believe, over 500 of those children had actually been re-engaged in learning. Whether that is going on to Years 11 and 12, whether that's going on to an apprenticeship, whether that's moving into TAFE, into a VET course. Here it is: 1,200 young people were identified as not having an approved learning plan who were under 18 and did not have an appropriate exemption and by the end of September 2025, we only had 715 young people who didn't have that approved learning plan. We know that there's a variety of reasons for some of those 700 children, some of them leave the state, some of them simply won't engage, their families won't engage, but in 2025 alone, there was 500 young people that were re-engaged. That work was done through the 'Back on Track' team, but also through our schools as well. A number of those young people would have been contacted by the schools, their families would have been contacted, and they've re-engaged, they've felt that connection moving into Years 11 and 12.

Mr WINTER - Obviously, the improvement is fantastic to go from 1,200 to 715 during the year, but how's that 1,200 number tracked historically against previous years? Do you have that data as well about whether that numbers - or is that the first year you've measured it?

Ms BURGESS - First year of full data.

Mr WINTER - ... is that effectively saying that those 1,200 students ... didn't have an approved learning plan?

Ms PALMER - The amendment was made to the Act to say that up until the age of 18 we want you engaged in learning. This is very much about not having a harsh stick and saying, 'Well, you're lawfully not engaged'.

Mr WINTER - I'm not here advocating that we take any action. In terms of the policy outcome and the law change, you've actually identified here in this data that there are 1,200 students that are actually now sitting outside of the legal framework that Parliament set, which is a big number. I really appreciate that, as part of the issue outlined, 500 students were then put back into a school and into a learning environment, which is fantastic. I think it's an interesting piece of data, and, in fact, I think this goes to the audit that you're now measuring success or lack of success under this.

Ms PALMER - It's a fantastic piece of data and a great piece of information. It's really important that there is such a variety of reasons why a young person may not turn up on day one of Year 11. For some, that re-engagement's really quick, and then when you have more complex young people, complex family or complex circumstances, that can take a little longer to get them back engaged.

But it's so fantastic that now across the board, we can actually see where a child is not engaged and we can reach out to them and get them back engaged in school. I think that's a fantastic outcome that we've seen through this data collection. I think one of the other things that has been really important with this is that the responsibility of those - a cohort of children who are not engaged, that's just not in Government schools. We take responsibility for children from Catholic education system, children from the independent education system.

To have that wonderful collaboration now through the work of ACE right across the entire spectrum of education in Tasmania means that we are actually able to see the children who aren't engaged and we are able to take action and take action quickly which we know is going to result in better outcomes for us as a State. ...

Ms BURGESS - ... Another thing, now that we've got that full set of data, we've been talking with the Secretary and the Minister about how we take that forward now that we know the issue. Of course, what we do know from research is the earlier we can intervene in an issue for a child or a young person, so once we start seeing the indicators that they're not engaged or they're not attending, that's the time really to try and intervene. What we will be doing is taking forward to ACE, of which our Secretary is a member, a program of work that we can look at, how can we now work together to identify these young people earlier, put in place different types of interventions so that we're not in the situation that they're landing in the data and with their loss to us. Because we also know the longer the distant the time between them losing regular contact with the schooling system, the more difficult it is to re-engage those children and young people back into the system.

Ms PALMER - I think probably a really great example in this space - and this is actually a case study of a Tasmanian child. They were 16, they had completed Year 10, there had been a family breakdown and they'd actually relocated to a different part of the State to a different regional community and they were living with a grandparent.

They would have appeared in that number of a child that was disengaged. Now, that's not through any fault of their own, this particular young person wanted to be at school and they wanted to continue with their education, but we had to help them in their new living circumstances to say, 'Well, you can go to this school now this is in the area. Here's what you need, and let's wrap some support around you to get you re-engaged in your new setting'. As I say, many, many reasons why a young person may not turn up on day one of Year 11, but we now have that information and we have the opportunity to reach out to them and to say okay, here are the options available to you and we are going to help you transition back into learning. And as I say, fantastic to see that 500 young people were re-engaged through schools' efforts and through the Back on Track team's efforts just in last year alone.

Mr WINTER - ... As I spoke about earlier, it's pretty clear that the extension schools are wildly popular and successful in some schools and maybe not so in others: do you have data of how many Year 11 and 12 enrolments there are per school? Is it publicly available? If it not, are you able to provide that to us?

Ms WEBSTER - Certainly, we can provide it. I don't think that breakdown of data is publicly available. We've got an aggregated data, but we can certainly provide it to the Committee.

Mr WINTER - We appreciate you taking that on notice. I presume that we're going to see in that list that some schools will have very low enrolments; what steps do you take when you've got a situation with these very low enrolments in a school? How do you work with that school to try and presumably lift the enrolment in order to provide a better level of education to the students?

Ms PALMER - ... I think everything about this policy around extension schools was just ensuring that all young people have an opportunity to be engaged in their learning that meets their needs, you know, where they are at that particular point in time. I think that this is a very important part of the narrative of ensuring that we have equity to education across the entire state for all children, but I think it is one part of the work that we're doing certainly around defining educational success, which is the body of work we were referring to earlier.²⁰

In response to a question on notice, Minister Palmer provided further information with respect to the number of Year 11 and Year 12 enrolments per State School and College: see Attachment M.

²⁰ See Public Hearing (5 February 2026) - Min Palmer, p.10-16

Minister Palmer corrected the record with the following information:

During the hearing on 5 February 2026, I noted that approximately 500 young people identified through the Youth Participation Database as not meeting their education and training obligations had been re-engaged in 2025.

In addition to young people who had been re-engaged in education and training, this figure also included young people who may have:

- *Met a leaving requirement in accordance with S.24(1) of the Education Act 2016*
- *Received an exemption in accordance with S.26 of the Education Act 2016*
- *Left Tasmania, or*
- *Passed away.*²¹

The Committee considers Recommendation 4 implemented.

Committee Findings

- F7. The Department of Education, Children and Young People has implemented formal mechanisms to identify sponsors, senior accountable officers, project responsibilities and governance arrangements from project commencement.
- F8. Standard templates and project planning documentation have been developed since the Auditor-General's performance audit.
- F9. The Department of Education, Children and Young People was unable to articulate how it measured the success of the students enrolled in the eSchool.
- F10. As at the beginning of the 2025 school year, approximately 1,200 young people unlawfully did not have an approved learning plan.
- F11. During the 2025 school year, a number of students were re-engaged under the 'Back on Track' program.
- F12. The Department of Education, Children and Young People did not provide comprehensive data related to the numbers of students who re-engaged with learning under the 'Back on Track' program, despite being requested by the Committee.

²¹ See [Letter from Hon Jo Palmer \(Minister for Education\) \(17 February 2026\)](https://www.parliament.tas.gov.au/data/assets/pdf_file/0017/110393/SIGNED-Letter-from-Hon-Jo-Palmer-MLC-Minister-for-Education-to-Hon-Ruth-Forrest-MLC.pdf), https://www.parliament.tas.gov.au/data/assets/pdf_file/0017/110393/SIGNED-Letter-from-Hon-Jo-Palmer-MLC-Minister-for-Education-to-Hon-Ruth-Forrest-MLC.pdf

Committee Recommendations

- R2. The Department of Education, Children and Young People create more robust data related to the numbers of students who re-engage with learning through the Back on Track program.
 - R3. Once the definition of 'educational success' is settled, the Department of Education, Children and Young People ensure all students including those enrolled in eSchool and Virtual Learning Tasmania are included in the data.
-

Audit Criteria 3: Was reporting on the progress of implementation and impact of the Projects sufficient and appropriate?

Auditor-General Recommendation 5

The Department of Education (or its succeeding agency) regularly reports implementation progress towards benefits to be realised from projects to the appropriate oversight body against performance measures established from project commencement.

The Department reported to the Committee:

- it had accepted the Auditor-General's recommendation in full
- the recommendation had been partially addressed, and
- there was more that DECYP would like to do to strategically address this recommendation.²²

The Department provided the following as evidence of implementation or progress:

The Department regularly reports progress of key reforms to a range of oversight bodies, including its Executive Leadership Team.

The Outcomes Framework²³ enables staff to use a program logic approach to link their work to the Strategic Plan. The Review and Evaluation Policy²⁴ provides direction and guidance for reviewing and evaluating initiatives. This strategic framework provides the foundation to ensuring that benefits from projects can be realised and monitored.

The Committee notes the Department of Education, Children and Young People itself assessed this recommendation as only partially implemented and acknowledged that additional work remains.

The Committee finds stronger public reporting of outcomes and attainment measures would improve transparency and accountability.

Accordingly, the Committee found Recommendation 5 has only been partially implemented.

²² DECYP response to Committee (14 July 2025) [Attachment A](#), p.2

²³ See [Attachment B](#)

²⁴ See [Attachment C](#)

Committee Findings

- F13. The Department of Education, Children and Young People has project reporting through development of its Strategic Plan Outcomes Framework and Review and Evaluation Policy.
 - F14. While reporting practices have improved, evidence of benefits realisation and public reporting against project outcome measures remains inconsistent across major reforms. This reflects concerns originally identified by the Auditor-General.
-

Audit Criteria 3: Was reporting on the progress of implementation and impact of the Projects sufficient and appropriate?

Auditor-General Recommendation 6

The Department of Education (or its succeeding agency) continues to work with stakeholders, to ensure shared use of and access to relevant data, to drive evidence based:

- *policy development and project management*
- *course design and delivery, and*
- *student engagement.*

The Department reported to the Committee:

- it had accepted the Auditor-General's recommendation in full
- the recommendation had been implemented, and
- DECYP will continue to work with stakeholders and data custodians to ensure that data continues to be used to implement evidence-based policy, course design and student engagement.²⁵

The Department provided the following as evidence of implementation or progress:

The Youth Participation Database (YPD) project is complete, with all relevant data available to the system included and updated regularly. This includes:

- *DECYP Students (Y10-Y12)*
- *Catholic and Independent Students (Y10-Y12)*
- *SkillsTas Data (RTO²⁶ (including TasTAFE) data on Apprenticeships, Traineeships and Vocational Education Course enrolments), and*
- *Office of Education Registrar (Home Education).*

TASC²⁷ and the Department have been working cooperatively to share senior secondary data, supporting the review of courses. Using this data, the Department has conducted a jurisdictional comparison to identify similarities and differences in course provision across states and territories—including the number and types of courses offered, and the levels at which they are delivered. This analysis provides a detailed understanding of each jurisdiction's approach to curriculum priorities and provision.

DECYP has delivered and expanded a Student Wellbeing and Engagement Survey annually in Years 4 -12 since 2019.

DECYP have also strengthened report and data sharing related to student attendance data, identifying students needing most support.

At the public hearing, Minister Palmer, Ms Webster and Ms Burgess provided the following:

²⁵ DECYP response to Committee (8 August 2025) [Attachment A](#), p.1-2

²⁶ Registered training organisation

²⁷ Tasmanian Assessment, Standards and Certification

Ms WEBSTER - ... it really goes to the youth participation database and that is a key element of this particular recommendation and that is now complete and it's been updated regularly. As the Deputy Secretary said, I think in terms of evidence base, it's really aligned to what the Independent Education Review ... I think there's a really good collaborative data-sharing approach there. ...

Ms BURGESS - There's only one thing that I would add: as part of the work that we've been doing, we've now developed what's called a TCE²⁸ tracker, which is a tool that helps schools understand where each individual student is at, both from their program of learning, but also from whether they're attending and engaging in their learning, and that categorises kids that might be at risk of not achieving the ultimate goal of the attainment of the TCE, their VET²⁹ certificate or the TCEA,³⁰ or even the Big Picture now. I think that that's a really good evidence-based step forward, where now we've got real time information and data about how students are going with regards to that attainment measure.³¹

The Committee notes the Youth Participation Database and TCE Tracker have enhanced the Department of Education, Children and Young People's ability to support evidence-based decision-making.

The Committee considers Recommendation 6 implemented.

Committee Findings

- F15. The Department of Education, Children and Young People has implemented the recommendation through completion of the Youth Participation Database and improved data sharing arrangements across Government, Catholic and independent education sectors.
- F16. Enhanced data sharing is supporting evidence-based policy development, student tracking and intervention activities.
- F17. The development of the Tasmanian Certificate of Education Tracker represents an advancement in the Department of Education, Children and Young People's capacity to identify students at risk of not attaining senior secondary qualifications.

²⁸ Tasmanian Certificate of Education

²⁹ Vocational Education and Training

³⁰ Tasmanian Certificate of Educational Achievement

³¹ See Public Hearing (5 February 2026) - Min Palmer, p.16-17

Audit Criteria 3: Was reporting on the progress of implementation and impact of the Projects sufficient and appropriate?

Auditor-General Recommendation 7

The Department of Education (or its succeeding agency) develops data literacy initiatives, focussed on Years 9-12, to support system, project and school level insights to inform ongoing policy and project implementation.

The Department reported to the Committee:

- it had accepted the Auditor-General's recommendation in full
- the recommendation had been implemented, and
- further work to develop data literacy across the agency will be ongoing.³²

The Department provided the following as evidence of implementation or progress:

DECYP has developed a Tasmanian Certificate of Education (TCE) tracker to help Government schools monitor and support student progress toward achieving the TCE.

To assist schools in using the tracker effectively:

- *Supporting resources have been created*
- *Training has been provided to school staff, and*
- *Ongoing support is now part of regular school operations.*

At the public hearing, Minister Palmer, Ms Webster and Ms Burgess provided the following:

CHAIR - ... *In terms of this recommendation around data and data literacy initiatives, I do note that you have made a comment: 'Further work to develop data literacy across the agency will be ongoing,' and you reference the supporting documents that have been created for this. Are you providing these documents to us to demonstrate how this is being achieved? What are the guiding principles, if you like, that are in these documents?*

Ms WEBSTER - ... *I think the Deputy Secretary mentioned the TCE tracker, which is really the evidence of this one.*

CHAIR - *In terms of data literacy, this is a big challenge, particularly in our regions, and some of it's because of connectivity as well, like it's the double-edged sword there a bit - what's the particular plan of work for that in improving literacy?*

...

Ms WEBSTER - *I think it was really around our ability to understand the data and be able to track it, as we've just said, with the TCE tracker. I think we, across the board, analysing and understanding data I think is something that we're working really hard on in the Department around some of the things that we're doing, particularly in the groupings of schools, the work that we're doing there to understand, comparing apples with apples as well. I think that's really important. ...*

³² DECYP response to Committee (8 August 2025) [Attachment A](#), p.2

CHAIR - ... how do you make sense of that data?

Ms BURGESS - It goes down to an individual student level, so each school or college would have access to their cohort. Then from there it breaks down their attendance rate, their enrolment, therefore if they attend and attain, will they be on track for their TCE. That's at a school level. Now, there's work being undertaken to see what does that mean for groupings of schools, or in the case of the MSO³³ when they move into that more senior secondary space, what will it mean for that? Then what's the accountability sitting with the various layers within that organisational structure to make sure that as many students as possible are achieving success.

CHAIR – How's that reported, the outcomes of that data?

Ms BURGESS - The TCE tracker in and of itself is an internal tool for monitoring.³⁴

At the public hearing, Minister Palmer tabled an example of what the TCE tracker looks like (see [Attachment N](#)).

The Committee found continued focus on student retention, attainment and early intervention is required to achieve the objectives of Tasmania's senior secondary reforms.

The Committee considers Recommendation 7 implemented.

Committee Findings

- F18. The Department of Education, Children and Young People has strengthened data literacy and analytical capability through implementation of the Tasmanian Certificate of Education Tracker and associated staff training resources.
- F19. Schools now have greater access to timely student information and risk indicators to support interventions.
- F20. Further work remains to ensure that data literacy capability is consistently developed across all schools and staff, particularly as new organisational arrangements and school groupings evolve.

³³ Multi-School Organisation

³⁴ See [Public Hearing \(5 February 2026\) - Min Palmer](#), p.17-18

Summary of Attachments

Attachment A	DECYP response to Committee (14 July and 8 August 2025)
Attachment B	DECYP Strategic Plan 2024-2030 – Outcomes Framework
Attachment C	DECYP Review and Evaluation Policy
Attachment D	Template - Change Communication and Engagement Plan
Attachment E	Template - Project Initiation Document
Attachment F	Template- Plan on a Page
Attachment G	Template - Project Plan
Attachment H	Template - Outcomes Realisation Plan
Attachment I	Lifting Literacy Case Study
Attachment J	Lifting Literacy Implementation Plan
Attachment K	Lifting Literacy Governance Structure
Attachment L	Outcomes Monitoring Framework developed by the Literacy Outcomes Monitoring Group
Attachment M	Year 11 and 12 Enrolments by School for 2025
Attachment N	TCE Progress Report

Department for Education, Children and Young People

OFFICE OF THE DEPUTY SECRETARY CONTINUOUS IMPROVEMENT AND
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File no: DOC/25/127634/1

14 July 2025

Simon Scott
Parliamentary Standing Committee of Public Accounts
By email: simon.scott@parliament.tas.gov.au

Dear Public Accounts Committee members

Questionnaire – Follow-up Review – Auditor-General's Report No.1 of 2022-23: Improving Outcomes for Tasmanian Senior Secondary Students

Thank you for your interest in the Department for Education, Children and Young People's response to the *Auditor-General's Report No.1 of 2022-23: Improving Outcomes for Tasmanian Senior Secondary Students*.

In response to the Auditor-General's Report, the department transformed its project management approach. A new Project Management Office was stood up in 2022 and a new project management framework was launched in 2023. Work towards four of the five recommendations has been completed, and significant progress has been made towards the fifth. Work to enhance project management maturity is ongoing.

The department's response to the questionnaire is attached.

Yours sincerely

Jenny Burgess
DEPUTY SECRETARY
CONTINUOUS IMPROVEMENT AND EVALUATION

Department for Education, Children and Young People's (DECYP) response to the Parliamentary Standing Committee of Public Accounts

Follow-up Review on the Auditor-General's Report No.1 of 2022-23: Improving Outcomes for Tasmanian Senior Secondary Students

RECOMMENDATION	ACCEPTANCE	EVIDENCE OF IMPLEMENTATION OR PROGRESS	ADDITIONAL DETAIL (INCLUDING EXPLANATION OF ANY DELAYS)
1. The Department of Education (or its succeeding agency) ensures project initiation planning is undertaken as a first step in the implementation of reforms	Accepted in full	DECYP established a Project Management Office in 2022 to provide advice and support on project management. DECYP has introduced a departmental project management approach that normalises undertaking project initiation as the first step in project management. A project management intranet site was launched in March 2023 which contains templates, tools and associated guidance for staff, including on initiation. DECYP continues to enhance its project management maturity and approach.	This recommendation has been implemented. Work to enhance project management maturity will be ongoing.

RECOMMENDATION	ACCEPTANCE	EVIDENCE OF IMPLEMENTATION OR PROGRESS	ADDITIONAL DETAIL (INCLUDING EXPLANATION OF ANY DELAYS)
2. The Department of Education (or its succeeding agency) undertakes communication planning to define key terminology, develop key messages and support a shared understanding of the project and its intended outputs and outcomes.	Accepted in full	Stakeholder engagement and communication planning are embedded into the departmental project management approach. DECYP builds a shared understanding of its reform agenda through project documentation, and planned communication activities.	This recommendation has been implemented. Work to enhance project management maturity will be ongoing.
3. The Department of Education (or its succeeding agency) supports the resourcing of project teams, including people with project management experience and/or expertise.	Accepted in full	DECYP's Project Management Office provides advice and support on recruitment of new project staff. During reform projects, dedicated short-term teams are stood up, comprising existing, experienced staff. Examples include the 2023 Swift Six, the 2024-2025 Priorities, and the Commission of Inquiry response. The Project Management Office provides advice and upskilling for existing staff. Since 2023, 200 DECYP staff have attended 2-day in-house project management essentials course run by State Growth and DECYP.	This recommendation has been implemented. Work to enhance project management maturity will be ongoing.
4. The Department of Education (or its succeeding agency) ensures its project management approach	Accepted in full	Roles, responsibilities and governance are established in the project initiation phase.	This recommendation has been implemented. Work to enhance project management maturity will be ongoing.

RECOMMENDATION	ACCEPTANCE	EVIDENCE OF IMPLEMENTATION OR PROGRESS	ADDITIONAL DETAIL (INCLUDING EXPLANATION OF ANY DELAYS)
includes clear responsibilities and accountabilities down to the project task level.		The sponsor and senior accountable officer for reform projects are identified from the outset and are widely communicated.	
5. The Department of Education (or its succeeding agency) regularly reports implementation progress towards benefits to be realised from projects to the appropriate oversight body against performance measures established from project commencement.	Accepted in full	The department regularly reports progress of key reforms to a range of oversight bodies, including its Executive Leadership Team. The Outcomes Framework enables staff to use a program logic approach to link their work to the Strategic Plan. The Review and Evaluation Policy provides direction and guidance for reviewing and evaluating initiatives. This strategic framework provides the foundation to ensuring that benefits from projects can be realised and monitored.	While this recommendation has been partially addressed, there is more that DECYP would like to do to strategically address this recommendation.

AUGUST 2025

Department for Education, Children and Young People's (DECYP) response to the Parliamentary Standing Committee of Public Accounts

Follow-up Review on the Auditor-General's Report No.1 of 2022-23: Improving Outcomes for Tasmanian Senior Secondary Students – Supplementary Response

RECOMMENDATION	ACCEPTANCE	EVIDENCE OF IMPLEMENTATION OR PROGRESS	ADDITIONAL DETAIL (INCLUDING EXPLANATION OF ANY DELAYS)
6. The Department of Education (or its succeeding agency) continues to work with stakeholders, to ensure shared use of and access to relevant data, to drive evidence-based: • Policy development and project management • Course design and delivery, and • Student engagement.	Accepted in full.	The Youth Participation Database (YPD) project is complete, with all relevant data available to the system included and updated regularly. This includes: • DECYP Students (Y10-Y12) • Catholic and Independent Students (Y10-Y12)	This recommendation has been implemented. DECYP will continue to work with stakeholders and data custodians to ensure that data continues to be used to implement evidence-based policy, course design and student engagement.

RECOMMENDATION	ACCEPTANCE	EVIDENCE OF IMPLEMENTATION OR PROGRESS	ADDITIONAL DETAIL (INCLUDING EXPLANATION OF ANY DELAYS)
		- SkillsTas Data (RTO (including TasTAFE) data on Apprenticeships, Traineeships and Vocational Education Course enrolments) - Office of Education Registrar (Home Education) TASC and the Department have been working cooperatively to share senior secondary data, supporting the review of courses. Using this data, the Department has conducted a jurisdictional comparison to identify similarities and differences in course provision across states and territories—including the number and types of courses offered, and the levels at which they are delivered. This analysis provides a detailed understanding of each jurisdiction’s approach to curriculum priorities and provision. DECYP has delivered and expanded a Student Wellbeing and Engagement Survey annually in Years 4 -12 since 2019. DECYP have also strengthened report and data sharing related to	

RECOMMENDATION	ACCEPTANCE	EVIDENCE OF IMPLEMENTATION OR PROGRESS	ADDITIONAL DETAIL (INCLUDING EXPLANATION OF ANY DELAYS)
7. The Department of Education (or its succeeding agency) develops data literacy initiatives, focused on Years 9-12, to support system, project and school level insights to inform ongoing policy and project implementation.	Accepted in full.	student attendance data, identifying students needing most support.	
		DECYP has developed a Tasmanian Certificate of Education (TCE) tracker to help government schools monitor and support student progress toward achieving the TCE. To assist schools in using the tracker effectively: • Supporting resources have been created. • Training has been provided to school staff. • Ongoing support is now part of regular school operations.	This recommendation has been implemented. Further work to develop data literacy across the agency will be ongoing.

Outcomes Framework

Our Why

Bright Lives, Positive Futures

Our How

KNOWN

SAFE

WELL

LEARNING

Children and young people are valued participants in decisions that affect them.

Children and young people are safe at home, in care, at school, in the youth justice system, and online.

Children and young people are well and thriving.

Children and young people are engaged in learning and are supported to attain age-appropriate outcomes.

In all of our work, children and young people:

Are actively listened to

Have a trusted adult they can talk to

Are provided with strategies to be emotionally well and happy

Attend and engage in learning

Have opportunities to participate in decision making that affects them

Are safe in DECYP environments

Are supported to have a positive sense of self-identity and self-esteem

Are growing their skills and abilities

Are trusted, valued, and respected by our workforce

Are safe from abuse and neglect

Are provided with opportunities to be as physically active as they can be

Are developing literacy and numeracy skills appropriate to age

Are supported to have a positive sense of culture and identify

Understand their options, and are empowered to make the right decisions to be safe and belong in the community

Can access support services and resources so they can function well and actively engage

Are equipped for life and have the skills for meaningful ongoing pathways to the future

Children and young people’s individual needs are met

Diverse groups of children and young people participate, can access services, and are equitably represented

The individual needs of each child and young person are addressed

Our services reflect the diversity of our community

Resources are allocated and opportunities provided to address diverse needs of all children and young people

Our Foundations

PARTNERSHIPS

WORKFORCE

IMPROVEMENT

Children, young people, families, and communities feel engaged, and value DECYP services.

Children, young people and their families feel safe, listened to, respected, and supported by the DECYP workforce.

Services for children, young people and their families are high quality and consistent. They meet contemporary needs.

DECYP staff will:

Connect with partners, consider diverse views and work together to deliver outcomes.

Feel safe, well and valued and have the knowledge, skill and capability to deliver outcomes.

Monitor progress, evaluate impact and report, to drive continuous improvement of services.

For children, young people, families and communities, DECYP:

Works in partnership with children, young people, families, carers, and communities

Has the right people, with the right skills, in the right jobs

Services are evidence-based, lawful, contemporary, appropriate, relevant, and good quality

Empowers and acts on the input of Tasmanian communities, including Tasmanian Aboriginal people

Attracts and retains a skilled and capable workforce that can work where they are most needed

Services are improved through monitoring, evaluating and reporting

Supports families and carers to look after children and young people

Has a workforce that feels safe, well and valued

Services are delivered consistently across DECYP

Review and Evaluation Policy

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1 Purpose

The Department for Education Children and Young People (DECYP) aims to strengthen review and evaluation practices to promote continuous improvement. This policy provides direction and guidance for reviewing and evaluating initiatives across the department.

Individual business units and managers are responsible for implementing this policy and building the overall review and evaluation capability of the agency. It applies to all DECYP initiatives.

2 Policy Statement

Effective review and evaluation support evidence-based policy and decision-making about the effective, efficient, appropriate and transparent use of public resources, in order to improve the outcomes of children and young people.

All new and existing initiatives are reviewed and evaluated to assess their continued relevance and relationship to the department's priorities and other programs, and their effectiveness and efficiency in delivering outcomes.

Review and evaluation activities are aligned with internal decision-making cycles such as budgeting, planning and reporting. Evidence from reviews and evaluations allows us to accelerate and amplify initiatives that are achieving results and rework or decommission initiatives that are not achieving expected outcomes.

2.1 Definition

For the purposes of this policy, review refers to a rigorous, systematic transparent and objective process to critically assess what is working well and where there is room for improvement. Evaluation refers to a rigorous, systematic, transparent and objective process for making judgements about the implementation, impacts and merits or worth of initiatives, usually in relation to their effectiveness, efficiency and appropriateness.

There is significant overlap between reviews and evaluations, and they can be combined, however, a review is designed to answer the questions 'is it working and could it work better'? while an evaluation answers the questions 'is it working and is it worth doing'? A review may occur at a midway point during a project or program to guide the next stage of delivery; an evaluation is more likely to be towards the end, when there is a decision point about whether to continue the work.

2.2 Scaling

The scale of a review or an evaluation needs to be proportionate to the size or significance of the initiative. Not all initiatives will require the same level of review or evaluation.

Table 1, below, provides a guide for staff on appropriately scaling evaluations, and this can also be used as a guide for scaling reviews.

Initiatives of significant strategic importance or involving major investment will be included in a department Rolling Evaluation Schedule (Tier A or B). This schedule will be overseen by the Executive Board.

Each portfolio is encouraged to establish a program of reviews and evaluations at a project, program, business unit and Portfolio level for initiatives not included in the department's rolling schedule.

The Review and Evaluation Managers Guide provides further guidance and support to undertake rigorous and transparent reviews and evaluations.

Table 1 – Scaling Evaluations

EVALUATION CATEGORY	INDICATIVE CHARACTERISTICS OF POLICY OR PROGRAM	EVALUATION ACTIVITY	EVALUATION GOVERNANCE
Tier A Mandatory - Formal and independent evaluation required	• High strategic significance e.g. will achieve a strategic priority or high priority initiative in the Strategic Plan • Significant funding • High / Very High risk • Government priority • Complex design or significant changes to approach or practices, pilot or trial • May not have been previously reviewed • Future funding dependent on evaluation report	• Formal evaluation/s supported by ongoing monitoring • Evaluation plan covering the program lifecycle with methods, data, analyses, KPIs agreed prior to implementation • Mixed methods, including stakeholder consultation • Dedicated evaluation budget	• Undertaken independent from policy or program area (either in-house or by an external consultant / partner) • Findings reported to the Executive Board and any relevant Executive Committee • Public release of final report (with Ministerial agreement) • Reporting on implementation of findings
Tier B Formal evaluation required	• Some strategic significance or level of priority for government • Moderate funding to significant funding • Medium / High risk • May be pilot initiative • Not recently reviewed • Complicated design • Medium to large scale changes to approach or practice, pilot/trial • Funding scheduled to lapse	• Conduct at least one formal evaluation during life of initiative, supported by ongoing monitoring • May involve survey of participants and/or qualitative interviews with stakeholders • Dedicated evaluation budget may be required	• Undertaken by policy area (either in-house or with external partner) • Reference group (Portfolio level Executive) • Findings reported to Deputy Secretary level / by exception to the Executive Board or any relevant Executive Committee
Tier C Semi-formal evaluation expected or Informal evaluation expected	• Low risk and strategic significance e.g., related to standard functional operations • Moderate / small / ongoing funding • Similar initiatives have been previously evaluated or reviewed • Impact of program / intervention is well established • Simple program design and measurement	• Periodic program health checks as part of ongoing monitoring • Desktop research • Analysis of internal data • Existing stakeholder engagement • Program review	• Undertaken by responsible policy or program area • Findings reported through existing reporting channels

2.3 Principles

Key principles that will underpin the planning and conduct of quality reviews and evaluations:

- Planned early during the design of programs
- Appropriately resourced as part of program design, taking into account what is feasible and realistic to achieve within time and budget constraints
- A clear purpose, with findings used for decision making
- Rigorous and methodologically sound, with appropriate scale and design
- Conducted with the right mix of expertise and independence from program managers
- Stakeholders actively involved in the review and evaluation process
- Timely, to influence decision making
- Transparent and open
- Comply with ethical and data security requirements.

2.4 Standards and Ethics

Staff and other parties engaged in reviewing and evaluating programs must do so in accordance with the professional standards endorsed by the department's Code of Conduct Policy. All reviews and evaluations need to be conducted using ethical and culturally appropriate principles.

Reviewers and evaluators should respect and be responsive to the cultural values of participants, communities and the settings for which the initiative intends to create impact.

2.5 Roles and Responsibilities

All staff members have key but distinct roles and responsibilities to ensure that review and evaluation is an integral part of their work and supports learning and accountability.

Secretary

The Secretary is responsible for the overall leadership of the review and evaluation approach. The Secretary will have the following responsibilities:

- to create an enabling environment that recognises the importance of review and evaluation
- where appropriate, to report to the Minister on review and evaluation findings.

The Executive

- support a culture of review and evaluation
- identify priority programs to be included in the Rolling Evaluation Schedule
- require and seek assurance of management response and follow-up to reviews and evaluations
- utilise and draw on the findings and recommendations of reviews and evaluations to inform corporate policy development, strategic planning and decision-making for resource allocation and service delivery.

Deputy Secretaries

Deputy Secretaries are responsible for the overall coordination and promotion of reviews and evaluations in their portfolio and will have the following responsibilities:

- approve the review and evaluation plans and final reports on major strategic evaluations in their portfolio
- provide support and resources in an enabling environment that recognises the importance of review and evaluation, and ensures the independence and quality of the review and evaluation process in the portfolio
- monitor management responses to all evaluations commissioned in the department's rolling evaluation schedule, indicating the feasibility of implementing recommendations and actions to address recommendations, as appropriate.

Program Managers

Program managers are responsible for the implementation of reviews and evaluations. These managers will have the following responsibilities:

- ensure the ability to evaluate programs by identifying clear outcomes, developing measurable performance indicators, establishing targets and ensuring that management information systems are in place to capture baseline and program level information
- schedule reviews and evaluations at appropriate points in the life of different initiatives
- commission and/or manage reviews and evaluations
- ensure management responses to all reviews and evaluations by drawing on findings and indicating the feasibility of implementing recommendations and actions to address recommendations, as appropriate, to improve program quality and guide decision making on further resource allocation.

Review and Evaluation Function

The review and evaluation function in the Continuous Improvement and Evaluation portfolio coordinates the Rolling Evaluation Schedule and ensures business leaders have the guidance and tools they need to carry out effective reviews and evaluations.

3 Related Policies

[State Service Act 2000 Principles and Code of Conduct](#)

[Records Management Policy](#)

Authorised by: Sue McKerracher, A/g Deputy Secretary for Continuous Improvement and Evaluation

Contact: TBA

Last significant review: 1 April 2025

Review due: 1 April 2027

This document replaces: Nil

Key search words: Evaluation, Review

Change Communication and Engagement Plan

Template version 2.0 June 2024

User version [Number, eg 0.0] – [date]

The Communications Strategy or Plan is the document that sets out who you will communicate with, when and how. It should be prepared by the Project Manager and approved by the Project Sponsor. There are various templates you could use for this purpose.

- For many projects, this is the most appropriate template.
- For a large, complex, longer-term project, or if your project will involve a communications campaign, consider using the [DECYP communications strategy template](#) (developed by Strategic Marketing Communications and Media)
- If your project will go to Cabinet, you will need to use the Cabinet Minute [Communications Strategy](#).

Project Details

Project Name

Background

Provide a brief background to the project, context, key decisions, and strategic drivers.

Objectives

Describe the purpose of the project, what objectives will be achieved, issues being addressed.

Project Classification

Strategic, Divisional, Operational, based on Project Classification Procedure.

Communication Strategy

Organisation Snapshot

Describe the project change, and the organisational drivers, benefits and readiness for change.

Key Stakeholder Analysis Findings

Summarise the findings of the Stakeholder Analysis, in terms of identified grouping, impacts, awareness, attitudes to change and issues. (Refer to Stakeholder Analysis Tool Template if needed.)

Objectives

Identify measurable communication objectives for each stakeholder group.

Approach and methods

Summarise the communication approaches, control methods and feedback mechanisms for key stakeholder grouping, including ongoing evaluation.

Key Messages

Describe the key messages, long and short versions, for each stakeholder grouping.

Key communicators

Identify the key people to be used to communicate with each stakeholder grouping.

Channels

Describe the communication channels, and their purpose, to be used for each stakeholder grouping.

Communication Plan

Identify each target audience and describe the overall communication objective. Key messages, activity and mechanisms, responsibility, measure and timeframe.

TARGET AUDIENCE:	OBJECTIVE:	KEY MESSAGES:	ACTIVITY AND MECHANISM:	RESPONSIBILITY:	MEASURE:	TIMEFRAME:
						Click or tap to enter a date.
						Click or tap to enter a date.
						Click or tap to enter a date.
						Click or tap to enter a date.
						Click or tap to enter a date.

Acknowledgement and Approval

PROJECT MANAGER
(THIS CAN BE CHANGED TO THE
SENIOR ACCOUNTABLE OFFICER,
PROJECT DIRECTOR IF
APPROPRIATE)

SPONSOR

[Insert firstname and lastname]	[Insert firstname and lastname]
[Day Month Year]	[Day Month Year]

Introduction to the Project Initiation Document

This introduction should be removed after reading. Please use the template below when preparing the Project Initiation Document.

Additional Project Management Guidance is available on the [Project Management Page](#).

What is a Project Initiation Document (PID)?

The Project Initiation Document (PID) defines the project scope, management, and overall success criteria for the project. It contains basic project information such as context, scope, team, and collaboration. A PID should be approved by the Sponsor before progressing through Gate 1 from the Initiate Phase to the Planning Phase of a project.

Why would you develop a Project Initiation Document?

The purpose of a PID is to gather all key information in one place to help keep a project on track from start to finish, to provide everyone involved a clear idea of what is required of them and record the steps needed to reach the endpoint or produce outputs and realise outcomes. It also provides the information required to enable decision makers to authorise progression to the next Phase.

How to develop a Project Initiation Document

1. Identify business drivers and objectives

Projects must align with corporate strategy, business drivers, and business objectives. Business drivers are performance areas that help the Department implement corporate strategy and describe a response to an external trend or influence.

In the initiate phase, it is important to identify specific business drivers that will impact or drive the type of change required of the project and to develop project objectives that are aligned with business drivers and corporate strategy.

2. Classify the project

Projects are classified into one of the three classes: Operational, Portfolio, or Strategic. You should classify your project using the project classification matrix as attachment 1. Project classification is based on risk (including strategic and political risk), the scale and nature of the proposed change, and its complexity. Project classification determines the project's governance, management arrangements, documentation, and approval requirements.

3. Assess feasibility, costs and benefits

Feasibility is assessed to understand whether a potential project is viable. It includes an assessment of the outcomes or benefits that will be delivered by the project, the costs to deliver these benefits and links to the Department's strategic goals and objectives. The findings of a feasibility assessment can be documented in a Business Case or a Feasibility Report, which may

be used by a Project Steering Committee or senior management to determine whether a project has sufficient merit. The Business Case or a Feasibility Report is owned by the Project Sponsor. For small projects, feasibility may be sufficiently documented in the PID.

Costs are documented in a high-level budget, which provides a summary of the estimated costs to complete the project outputs. Generally, there are four types of costs included in a high-level budget:

- Salaries (labour cost)
- Other (consumables, stationary, printing, travel)
- Consultant/contractor fees
- Capital expenses

On-going operational costs also need to be considered in the high-level budget, as these will be incurred as a result of the project and after the project is completed. The Business Owner must account for these costs in their operational budget. The on-going costs could include salaries, equipment, software (and licenses) or asset maintenance.

Estimating project costs involves a combination of science, logic and experience. When preparing a budget, it is important to document the basis for the estimate, that is, what sources were referenced in building up the budget and any assumptions. Sources available to assist Project Managers in estimating project costs include cost estimates of similar projects in the past that were accurate, discussions with Finance Branch and soliciting the opinions and feedback of project stakeholders to get a broad spectrum of information, experience and opinion on the estimated cost budget for a project.

It is important that the proposed cost code is identified at this phase of the project, and that the funding allocation process is described and confirmed with the Business Owner for the provision of funds. The flow of project expenditure should also be outlined at a high level.

The high-level budget gives the Project Sponsor an estimate of the total cost expected to deliver the project and the cost as a result of the project. It serves as a basis to assess whether a project is feasible and if so, to allocate funds to deliver the project. The high-level budget is a preliminary estimate for the project and should allow for contingencies. The detailed budget estimate is produced in the Plan phase when more detail about the project is known.

4. Consider outputs, outcomes and targets

The project's overall scope, outputs, and outcomes are considered in the initiate phase. *Outputs* are the products or deliverables of the project, which can be physical (reports, drawings, infrastructure) or virtual (software, management systems, workshops, training). On the other hand, *outcomes* are the differences that the outputs make for project stakeholders or the benefits that are realised as a result of using the outputs.

From the list of project outcomes, a small number are identified and specified as target outcomes, which become measures that will be used to evaluate the performance and success of the project in later phases.

To ensure alignment with the project's business driver(s) and the Department's strategic agenda, project outcomes must be articulated during the Initiate phase of a project. They must be defined quantitatively ("100 responses," "20 per cent increase," "\$1 000 cost savings") or qualitatively ("improved," "reduced," "increased," "maintained").

Other measures, metrics, parameters, and baseline information should be established for evaluating project performance at specific points in a project. These measures enable an assessment of how successfully the project is being executed, and to what degree the project is achieving (or preparing for the achievement of) the planned change.

The approval requirements for project outputs are considered during the Initiate Phase, and this early understanding is documented in the PID.

5. Identify and/or recruit additional human resources

In the Initiate Phase, the Project Sponsor should broadly identify the human resources required for the project- number, skills, experience, availability, cost and characteristics. Having the right project team which is led by a Project Manager directed and supported by a Project Sponsor within a clear governance structure is a key component of project success.

Further, human resource is also a significant part of the project budget, and recruiting the right people takes time, thus, recruitment must be considered at the early stage of the project.

You may need to involve experts from other parts of the Department in your project, for example procurement, legal, finance, human resources, information technology or communication experts. It is important to contact these experts early, to discuss your project, and the support you think you will need. This will give those areas time to consider how they can best support you, and will give your project the best chance of success.

6. Identify stakeholders

Project Stakeholders are those who have a vested interest (investment, involvement, concern, or interest) in the project's success. They are individuals or organisations with interests that are influenced positively or negatively by the project, or who can influence the interests of the project's processes, outputs, or outcomes. Stakeholders with similar interests form a stakeholder group. Individuals frequently have multiple interests and thus may belong to multiple stakeholder groups.

During the Initiate phase, it is critical to identify the stakeholders, or those individuals and groups who must be involved. Stakeholders can be internal or external to the organisation, and their interests are often very different (and sometimes conflicting).

Stakeholders mostly fall into one or more of three main categories:

- Those whose interests are **AFFECTED** (directly or indirectly, negatively or positively) by the activities of the project or the finished result of the project (includes both internal and external users of services and initiatives)
- Those who are actively **INVOLVED** in supporting the delivery of the project (includes people the project is dependent on for specialist skills and knowledge)
- Those who can **INFLUENCE** the success of the work or project (includes decision makers, those who set policies or standards to work to, and those whose positive support is critical).

Once stakeholders have been identified, they can be further grouped into key or non-key stakeholders for the purpose of planning engagement strategies:

- Key stakeholders are those individuals or groups whose interest in the project must be recognised if the project is to be successful – those stakeholders who will be positively or negatively affected during the project or on successful completion of the project.
- Non-key stakeholders are those individuals or groups identified as having a stake in the project but who don't necessarily influence its outcome.

There is no ideal size for a list of stakeholders, and the more complex and broader the scope of the project, the more stakeholders must be involved. Stakeholders' importance can change over time (or as a complex project progresses), so the stakeholder list must be reviewed throughout the project. Furthermore, stakeholder interests and the best type of engagement for each stakeholder may change over the course of the project. Based on change management principles, the Stakeholder Register, Stakeholder Analysis Tool, and Change Communication and Engagement Plan are available to assist in the identification and preliminary analysis of stakeholders.

7. Assess change readiness

Generally, all projects bring about change. Early in the project lifecycle, change management activities must be planned. Assessing change readiness is critical for ensuring that stakeholders embrace, embed, and use the change. Implementing a change without first understanding change readiness may result in low take-up and unrealised results.

Readiness means being prepared, which includes:

- Having the right conditions and resources in place to support the change process
- Having a clear vision and objectives for the intended change
- Having the motivation and attitudes to engage with the change and make it work.

The goal of a change readiness assessment is to examine the conditions, attitudes, and resources required for successful change. A change readiness assessment determines whether people recognise the need for change, understand the process, and are receptive to it. A successful change readiness assessment will alert the Project Sponsor and Project Manager to activities, resources, or information requirements that will be required during the project, prior to the implementation of the change, and will reduce the risk of failure. This assessment can be outlined in the PID, or included as a separate attachment using the Stakeholder Register, Stakeholder Analysis Tool and Change Communication and Engagement Plan depending on the classification, size and complexity of the project.

When assessing change readiness, there are several factors to consider:

- The change itself:
 - Scope of the change
 - Type of change (process, technology, organisation, strategy)
 - Stakeholders impacted and how
 - Amount of change from where we are today
- Capacity for change (and how much change is already taking place)

- Residual effects of past changes
- Culture and values, which influence how the Department will react to the change
- Leadership - sponsorship and support is a critical enabler for successful change management
- Employee readiness for change - how prepared and able employees are for change, and whether to expect high or low employee resistance, and why
- Communication with internal and external stakeholders at all levels
- Enablers (eg capabilities, technology or influencers) that can be leveraged to support the change.

Who is responsible/accountable?

The Project Sponsor will appoint a project officer (who often becomes the project manager when the PID is approved), to develop a PID. Nonetheless, the Project Sponsor still has ultimate accountability for the development of the PID and ensure its implementation as a project once approved.

Who approves the Project Initiation Document?

The Project Sponsor will approve the PID regardless of the project size and complexity.

[Project Name] Project Initiation Document (PID)

Template Version 4.0 July 2025

User version [Number, eg 0.0] – select date

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Project Initiation Document



This document is to capture the key elements of a proposed project in sufficient detail to allow the Project Sponsor to decide whether to approve Gate 1 and for the project to move to the Plan Phase. This document must be signed off before the project is submitted for a funding request or any detailed project planning or procurements occur.

1 Project details

Suggested source documents for this section include the Business Case, (if there is one), Project Classification Matrix.

Project Title

Normal text

- Dotpoint text

Background

Provide brief background to the project, including context, problem definition, key decisions, and strategic drivers.

Objective

Describe the purpose of the project, what objectives will be achieved, issues being addressed.

Relationship to Department strategic priorities and Strategic Plan

Outline how the Project supports Agency and/or Portfolio priorities.

Project Classification

Strategic, Portfolio Operational, based on Project Classification Procedure at Attachment 1

Describe the reasons for the proposed classification

Approved Business Case

Indicate whether a business case was prepared. A business case is not essential for all projects. They should be used if you need to get agreement on something before beginning work, eg the project option or scope.

Yes ☐ No ☐

Gate Dates

Estimate gate dates.

Initiate Date:

Plan Date:

Execute Date:

Close Date:

2 Project definition

Project Scope

Outline of scope to be delivered by the project. You could write this in terms of 'must have, might have, won't have'

The following is in scope:

-

The following is not in scope:

-

Outcomes

Outcomes are the changes or results you want to achieve. Outcomes should be measurable changes in behaviour, attitudes, knowledge, skills and/or circumstances

Who benefits? What outcomes / benefits will they receive?

Examples:

- *Enhanced understanding of the mathematics curriculum*
- *Improved skills in using qualitative and quantitative data for school improvement*
- *Increased knowledge of records management systems and processes (HPE Content Manager)*

The Outcomes to be delivered by the project are:

Outputs

Outputs are new products, services, business or management practices (tangible or intangible) that will be produced or delivered by a project to meet expected project outcomes.

Examples:

- *A new financial management policy, procedures and standards manual*
- *A new legislation storage and access facility*
- *A new software system*

The Outputs to be delivered by the project are:

Exclusions

List outputs or tasks not part of the project scope.

Related Projects

Related projects (or major change initiatives) within the Division and/or Department can be of significance to the project. Representatives of these projects should be involved in project planning sessions.

It is important to establish both the type and nature of the relationship between the projects. The type of dependency refers to whether:

- *A related project is dependent on / or interdependent with this project; or*
- *Whether this project is dependent on another project.*

The nature of a dependency can include a shared relationship with data, functionality, staff, technology/infrastructure, funding, policy and/or legislation. A related project can also be another project being delivered by the same project manager or team, as resources may need to be diverted away from this project to ensure the other project is delivered on time.

3 Change Management

What is changing

Consider:

- *scope of the change*
- *type of change (process, technology, organisation, strategy)*
- *amount of change from where we are today*

Capacity for change

how much change is already taking place?

residual effects of past changes

culture and values, which influence how the Department will react to the change

Leadership and support

Consider

- *is the sponsorship and support in place to enable successful change?*
- *are there enablers that can be leveraged to support the change (eg capabilities, technology or influencers)?*

Employee readiness

Consider

- *how prepared and able are employees for the change?*
- *is high or low employee resistance expected?*

Stakeholders and communication

Consider:

- *who are the stakeholders impacted? (internal and external)*
- *how will they be impacted?*
- *communication required with stakeholders at all levels*

Stakeholders and communication for PID development

There may be stakeholders you need to engage before you finalise your PID. Often these are internal stakeholders, for example you may need to contact people regarding your proposed approach to communications, human resources, finance, procurement, or IT. Use this section to articulate who you have engaged, and any agreements made.

4 Governance

GOVERNANCE / PROJECT ROLE

NAME(S) AND POSITION(S)

Project Sponsor

GOVERNANCE / PROJECT ROLE

NAME(S) AND POSITION(S)

Business Owner

Senior Accountable Officer

Steering Committee members

Project Manager

Project Team Members

Reference Group Members

Working Group Members

Consultants

Quality Assurance Advisor

Other Advisors eg Communications, Human
Resources, Finance*Add or remove governance roles to suit your specific project.*

Reporting

Consider who will receive reports and when. For example, the Project Manager will report to the Project Sponsor monthly using a Status Report.

REPORTED BY	TO WHOM	REPORT TYPE	FREQUENCY
-------------	---------	-------------	-----------

5 Budget

Detail your budget here. Please contact the Budget and Resources (BRS) Team at srp@decyp.tas.gov.au if you require additional advice.

Project Resources

What resources (eg staffing, financial) will be required? How is this being met (does the BU or Division have existing resources to allocate eg 0.2FTE)?

6 Project Risk

Constraints

Describe the main constraints (inherent consequences and likelihood).

Assumptions

Describe the main assumptions (existing controls)

Risks

Describe the main risks and mitigation strategies

7 Associated Documents

Please list any additional documentation for this project and the relevant CM Record Number

Document title

Electronic Storage Information:

Risk Register

Doc:

Communications Plan

Doc:

8 Acknowledgement and Approval

PROJECT MANAGER

SPONSOR

*(THIS CAN BE CHANGED TO THE SENIOR
ACCOUNTABLE OFFICER, PROJECT DIRECTOR IF
APPROPRIATE)*

PROJECT MANAGER

SPONSOR

*(THIS CAN BE CHANGED TO THE SENIOR
ACCOUNTABLE OFFICER, PROJECT DIRECTOR IF
APPROPRIATE)*

[Insert firstname and lastname]

[Insert firstname and lastname]

[Day Month Year]

[Day Month Year]

9 Attachment 1: Project Classification Matrix

Consider each project risk criterion individually and check the most appropriate descriptor from the Project Type columns. Once all project risk criteria have been considered, the column with the majority of the checked boxes indicates the project type: Strategic, Portfolio or Operational.

PROJECT RISK CRITERIA	STRATEGIC	PORTFOLIO	OPERATIONAL
Strategic Priority	☐ Will achieve strategic priority/high priority initiatives in Strategic Plan	☐ Will achieve strategic priority/priority initiative(s) in Strategic Plan	☐ Standard functional operations
Significance	☐ Cross-sectoral; major sensitivities	☐ Single sector; sensitive	☐ No strategic implications of not proceeding
Impacted stakeholders	☐ Cross-Portfolio stakeholder impacts; outcomes cross-sectoral	☐ Stakeholder impacts across multiple branches; single sector outcomes	☐ Operational outcomes impact a single team or branch
Timeframe	☐ Deadline is fixed or very short, no program flexibility	☐ Deadlines may be variable or extended	☐ Project can be reprioritized
Scope Definition	☐ Scope/ objectives potentially ambiguous or transient; complex deliverables	☐ Clear objectives, defined scope and deliverables	☐ Repeatable; generic scope and deliverables
Contractors / Consultants	☐ Competitive procurement of contractors/ consultants (request for tender or quotation)	☐ Procurement of single contractor/consultant (RFQ)	☐ Internal resources only
Interdependent and related projects	☐ High risk inter-dependencies and inter-related projects	☐ Some major inter-dependencies or inter-related projects	☐ No major inter-dependencies or related projects
Change Impact	☐ Significant atypical changes to approach or practices	☐ Medium to large scale changes to approach or practices	☐ Limited or regular changes to practices

Plan on a Page:

(Title – **HOW** the service will be achieved) Click or tap here to enter text.

SERVICE

WHAT service does this PoP align to?

(e.g. To implement. To lead. To coordinate. To facilitate. To provide)

Click or tap here to enter text.

OBJECTIVE

WHAT do we want to achieve with this PoP?

(e.g. All children and young people have access to breakfast before school starts)

Click or tap here to enter text.

1. Impacts on Children and Young People

Outline how this will have an impact on children and young people.

Refer to the DECYP Outcomes Framework and identify the relevant Known, Safe, Well & Learning outcomes (purple section – 'Our How') that the impacts are aligned to.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

2. Background and Scope

WHY is the service needed?

Click or tap here to enter text.

Identified need:

Click or tap here to enter text.

In scope:

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Out of scope:

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

3. Response to Needs

How will we respond to the identified need? (e.g. Program, Initiative, Training)

Refer to the DECYP Outcomes Framework and identify the relevant Equity categories (green section) that the responses are aligned to.

(e.g. Program, Initiative, Training)

DECYP Outcomes Framework Individual Needs Category	Response to Needs Description
Choose an item.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.

4. Outcomes

What will success look like?

(e.g. Increased number of..., Improved...)

Refer to the DECYP Outcomes Framework and identify the relevant Foundation (Partnerships, Workforce or Improvement) outcomes (blue section) that the outcomes are aligned to.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

5. Success Measurement

How will you collect evidence to measure if the outcome has been achieved?

(e.g. KPI's, Number of participants, Survey of experiences of participants)

Click or tap here to enter text.

6. Outputs

What will be produced to share the success and measurement of the outcomes?

(e.g. Reports. Comparison. Review. Program evaluation)

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

7. Stakeholders

(Include who to inform, consult, negotiate, collaborate and approve)

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

8. Risks

Consider and include the relevant Portfolio Risk Category Reference number for EACH documented risk in accordance with Risk Categories Table at the end of this PoP

Portfolio Risk Category	Risk Description	Mitigation/Control
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.

9. DECYP Priorities

Consider whether this service aligns with a DECYP Priority.

Choose an item.

10. Service Management

Business Owner

Click or tap here to enter text.

Business Unit Owner

Click or tap here to enter text.

Service Manager

Click or tap here to enter text.

Other Service Team Members

Click or tap here to enter text.

11. Approval

Date: Click or tap to enter a date.

Version: Choose an item.

	Name	Position	Signature	Date
Prepared by	Click or tap here to enter text.	Click or tap here to enter text.		Click or tap to enter a date.
Through	Click or tap here to enter text.	Click or tap here to enter text.		Click or tap to enter a date.
Cleared by	Click or tap here to enter text.	Click or tap here to enter text.		Click or tap to enter a date.

Portfolio Risk Categories

Ref #	Portfolio Risk Category	Portfolio Risk Description
1.	Stakeholder Management	Inability to effectively identify, engage and manage diverse stakeholders
2.	Human Resources	Not developing or supporting our workforce with the skills and attributes needed to perform their work
3.1	Service Delivery	Failure to appropriately deliver learning and support services responsive to the needs of the right people
3.2	Service Delivery	The importance and impact of services being delivered by the portfolio are not valued or understood across the Department
4	Managing our Finances	Failure to appropriately manage and monitor divisional budget and/or secure sustainable funding
5	Strategy and Governance	Misalignment of portfolio activities to the broader policy reforms and strategic requirements that are responsive to the needs of children, young people, their families and those who support them
6	Wellbeing	Inability to support all children, young people and those who support them who may be at risk to assist with improved learning and wellbeing outcomes
7	WHS	Failure to create a safe/responsive culture and supportive environment for the diversity of children, young people, their families and staff across DECYP settings

JULY 2025

Introduction to the Project Plan

Note: This introduction should be removed after reading. Please use the template below when preparing the Project Plan.

Additional Project Management Guidance is available on the [Project Management Page](#).

What is a Project Plan?

It is essentially the contract between the Project Manager and the Project Sponsor for the delivery of the project outcomes within a defined parameters of time, cost, and quality. It documents assumptions and decisions, approved scope, budget and program schedule. It facilitates communication among project stakeholders and outlines the project procurement strategy if relevant.

Why would you develop a Project Plan?

A Project Plan is developed to provide:

- a comprehensive overview of all the project components including how the outputs will be produced;
- the roles and responsibilities of each of the parties in the governance structure of the project;
- the Project Sponsor and/or Steering Committee (depending upon the size of the project) with a documented framework to ensure the achievement of defined project outcomes and to effectively monitor the project from start to finish; and
- a formalised agreement between the Project Sponsor and/or Steering Committee and the Project Manager of what needs to be done.

The document expands upon the original Project Initiation Document and/or Business Case (if there is one) enabling detailed definition of the scope and management of the project. Please note that a Business Case is not a mandatory document.

How do I develop a Project Plan?

The following is one way to develop your Project Plan. It consists of a series of steps that take you through a planning and scoping exercise that will provide the basis for your Project Plan. It is strongly recommended that, where possible, you work through the following steps with others before completing the template.

Please note that the process is iterative throughout the project life. The plan should be revisited regularly and adjusted if necessary, upon formal approval of the Project Sponsor or Steering Committee depending on project size and complexity.

1. Collect relevant information

Make sure you have enough information and a good understanding of the reasons for establishing the project. If you were not involved in developing the Project Initiation Document, or Business Case (if there is one) make sure you know how the project was initiated, the key business drivers and enough about the background to be able to successfully carry out Step 2, which is fully scoping the project.

2. Scope the Project

The scope of a project includes the objective, target outcomes, customers, work, and resources. Further, it also defines what is not part of the project.

The following is a series of questions to assist you in scoping your project. Remember it is better to conduct this exercise with at least one other person if it is a small project, and with the project team as a minimum for a larger project. This supports a shared understanding of the project and allows assumptions to be tested.

Objective: What is the major goal of the project, what is it expected to achieve? What is the relationship between your project's objective(s) and your agency/organisation's objectives?

Target Outcomes: To achieve the project objective, what are the major outcomes the project will realise if successful? Keep these to a minimum and detail how the progress towards the realisation of these will be measured. Target outcomes should be described in measurable terms such as "reduced level of staff turnover". What performance indicators will be used, qualitative or quantitative, to measure the achievement of each target outcome, when and by whom?

Useful references:

[Theory of change | BetterEvaluation](#)

[Creating program logic models | BetterEvaluation](#)

Outputs & Project Customers: What are the new or modified products, services, or business processes that the project will develop and deliver to achieve the project outcomes? Once again keep to an acceptable level. When you have these listed, make sure they relate directly to the outcomes and that there are no "leftover" outputs or outcomes. If there is an output with no related outcome you may be missing an outcome, or the output doesn't belong to your project. If there is an outcome with no related outputs, you may be missing an output, or the outcome is not relevant to your project. This does not have to be a one-to-one relationship, for example you may have three outputs to be delivered and used for one target outcome to be realised.

Who will be directly using the project outputs to generate the outcomes? These are the Project Customers.

For each output, identify who will be the Business Owner. They are responsible for ensuring that the project outputs meet the corporate business requirements and the other project customers requirements. They are also responsible for managing the outputs once delivered to them, on an ongoing basis, to realise the outcomes. In other words, the Business Owner will do the work once it becomes business as usual.

Identify how each output will be used, by whom and the quality or 'fitness-for-purpose' criteria for each output. This can be done by using a simple table.

Major Activities: It is possible that a small or routine project can be managed in one phase. Many projects need more than one phase, for example developing a strategy, and then implementing it (two phases). Break the approach to the project into related bundles of work (phases), depending on project scope, timeframe and complexity. Within each phase, identify the major activities that will need to be undertaken to produce each output. What are the key dates for major events, including obtaining approvals, the end of phases and the delivery date for each output? These will be some of your milestone dates. Milestones are important progress markers to enable the Project Sponsor and/or Steering Committee to monitor project progress. The frequency of these milestones should occur such that at least some activity is measurable during a reporting period. Just as it is important to include all activities to be completed in the project, it is also important to state any activities which are not within the scope of the project.

Detailed Work Planning: With the high-level activities identified, you can now break down each major activity into individual tasks. If you have multiple phases, you only need to do this at a detailed level for the phase you are about to implement and not the whole project. The individual tasks are the “below the line” project tasks – also described as the work, or doing. This breakdown may include the development of sub outputs. Identify any dependencies between one task and another. Also, identify the “above the line” (the control or management) project tasks. These are the project management tasks to be undertaken such as reporting to the Project Sponsor and/or Steering Committee, conducting risk reviews, updating project issues, reviewing the actual project expenditure against budgeted expenditure, managing stakeholders, and motivating/leading the project team. This becomes your work plan or [work breakdown structure](#) and can be captured in a simple task list/timeframe document or Gantt Chart.

Resources: Now that you have identified your objective, target outcomes/benefits, outputs, customers, and work to be undertaken, you should be able to identify the resources required in terms of budget, people (including the skills required), accommodation, assets, and information requirements.

Once you have done this you have scoped your project.

3. Record the scoping results in the Project Plan

Now that you have broadly scoped out your project you can document the results of Step 2 in your Project Plan. Once you have completed this, there are other key elements that need to be considered and documented to manage your project in a quality manner.

4. Identify assumptions and constraints including legislative requirements

In your planning, certain assumptions may have been made regarding such things as resource availability, stakeholder support, etc. Assumptions are factors that, for planning purposes, will be true, real or certain. One way of doing this is to look back at the results of your scoping exercise and ask what assumptions were made when identifying the objective, target outcomes/benefits, outputs, work, and resources of the project. Record these assumptions. Assumptions generally involve a degree of risk and should also be reflected in the Risk Register.

Identify and record any constraints that may limit the project management teams' options and potentially affect your ability to complete the project. Examples of constraints include: a predefined

budget, immovable deadlines, limited staff resources, technology choices, scope, or legislative processes.

Document the results of this activity in the Assumptions and Constraints section within the Project Plan template (below).

5. Determine the high-level governance arrangements

Determine what parties will form the governance structure for your project, their responsibilities and who will take on which role. The governance arrangements should not be finalised until you have finished identifying your stakeholders.

As a minimum, in smaller projects, you will need an identified Project Sponsor, Business Owner and Project Manager. In medium to large projects, you will most likely have a Project Sponsor and a Steering Committee representing the Business Owners and key stakeholders and other members with specific skills and experience. The Steering Committee is usually chaired by the Project Sponsor. You may have a Project Team, Reference Group, Working Groups, and Quality Consultants. Reporting arrangements need to be determined including who reports to whom, how often and in what format. Generally, the Project Sponsor is the key decision maker and the Steering Committee is not a democracy controlled by votes.

Document the results of this activity in the Governance section within the Project Plan template (below).

There are generic governance models in the Project Plan templates. Note that these are generic and may need to be modified for your project. Contact the Project Support team for advice.

6. Identify your stakeholders and plan to communicate with them

Using either the Stakeholder Analysis Tool or Stakeholder Register, list the stakeholders who will impact your project or be impacted by it and describe how they will be engaged. Conduct basic analysis to clarify their relevance and prioritise them according to the required level of engagement. The appropriate level of engagement for each stakeholder group is influenced by the purpose of engagement and their interests and influence.

Levels of engagement:

Inform – *inform stakeholders about the project*

Consult – *Actively seek opinions, advice and/or feedback from stakeholders to inform outcomes of project*

Involve – *Work directly with stakeholders to obtain insight and knowledge and understand needs and concerns*

Collaborate – *Stakeholders are actively involved as partners in design, planning, development and decision making*

Empower – *Stakeholders initiate and/or lead activities and make final decisions*

Determine the overall key communication and management issues for your project. Concentrate on those stakeholders who will impact your project in such a way as to support or impede its successful completion. Document the results of this activity in the Stakeholder Identification and

Analysis section within the Project Plan template (below). Depending on scope and complexity, you may choose to develop and attach a separate Change Communication and Engagement Plan. For more information contact the Project Support team.

7. Identification and management of risks to your project

No matter how small the project, there will be factors that threaten its success. These factors are expressed in terms of risks to the project. One way of identifying these is to work with others and focus factors that might affect the successful achievement of your outcomes, delivery of your outputs, quality of your outputs, meeting timeframes or achieving milestones. When you have identified your major risks and described their impact on the project, you then need to identify initial mitigation strategies and calculate the cost of the strategies.

Use the Risk Register for this exercise and document the results in the Project Risk section within the Project Plan template (below), or in the separate Risk Management Plan in the case of larger and more complex projects.

8. What quality management will you need?

Identify relevant methodologies and standards that will provide for quality, both in terms of the way you manage your project and the quality of your outputs.

In addition, consider how you wish to approach your project in terms of the following quality process components:

- effective monitoring procedures
- effective change/issues/problem management
- review and acceptance procedures appropriate documentation and record keeping.

Document the results of this activity in the Quality Management section within the Project Plan template, or in a separate Quality Management Plan depending upon the size of your project. Please note that for medium to larger projects it is advisable to establish a separate Issues Register to keep track of project issues as they emerge. Contact the Project Support Team if you need help sourcing a template.

9. Planning for the end of the project

You need to consider activities that will occur towards the end of the project. For example, what will happen to the outputs from your project when it closes? How will the project be formally closed? How will you know that the outcomes have been or will be achieved? How will you capture the lessons learnt during the project?

In your scoping you will have identified the Project Customers/ Stakeholders and Business Owners. What changes will have to occur within the Business Owners' organisation to manage and maintain the outputs on an ongoing basis such as training requirements, information needs, organisational structure, business processes etc.? What changes will have to occur to enable the Project Customers to continue to utilise the outputs on an ongoing basis?

If the outcomes have not been fully realised, how will these be monitored and reported upon, and who will take responsibility? Depending on the project classification, size and complexity, you may develop a separate Outcome Realisation Plan.

Document the results of this activity in the Outcome Realisation section within the Project Plan template (below).

At what point will the project be closed and what will be done to formally close the project? Identify the timing for any reviews. These may be conducted at the end of a phase or stage and/or after all outputs have been delivered prior to the project being closed. Consider the purpose of the review and what will be included, for example:

- A technical review of the outputs from the project
- A review of the success of the project
- A review of the processes used to produce the outputs
- Lessons learnt from the project
- A combination of the above.

Document the results of this activity in the Project Closure section within the Project Plan below. When the time comes to close your project there are Project Closure and Project Phase and Performance Review templates available. Note that if your project closes prematurely, you should still undertake some of these closure activities, such as documenting lessons learned and filing documents including project documents and outputs.

Who approves the Project Plan?

Generally, the Project Plan will be approved or endorsed by the Steering Committee, Project Sponsor or Senior Manager, depending upon the size of the project.

[Project Name] Project Plan

Template version 4.0 July 2025

User version [Number, eg 0.0] – select date

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Press F9 to update the table of contents

Project Plan



A Project Plan is the management document for the project. It is owned, maintained and utilised by the Sponsor to ensure the delivery of project outputs and the realisation of project outcomes.

Delete instructional text prior to finalising the document.

1 Project Details

Project Title

Write the project name (Full Title and abbreviation)

Purpose

Describe the purpose of the project.

Background

Summarise any relevant background information and the current status of the project. What problem are you trying to address? What is the current state vs the ideal state? What are the drivers for this project – is it related to the Departments Strategic direction? Are there any published commitments, for example timelines or deliverables?

Project Objectives

Describe the specific project objectives (Why are you doing this project?)

Corporate Objectives

Describe the links to corporate objectives and Division priorities.

2 Project Definition

Outcomes

Describe the project's intended outcomes. Outcomes are the benefits or disbenefits that will be realised from the utilisation of the outputs delivered by a project. These are the outcomes the project will realise if successful.

Target Outcomes and Measures

Describe the target outcomes and measures. To achieve the project objective, what are the major outcomes the project will realise if successful? Keep these to a minimum and detail how the progress towards the realisation of these will be measured.

Target outcomes can be measured in different ways. The following table provides a guide for how you might like to set out the information, but you may find the information is best displayed in a different way.

For tools see the following websites:

- [Theory of change | BetterEvaluation](#)
- [Creating program logic models | BetterEvaluation](#)

TARGET OUTCOME	MEASURE	BASELINE AT <DATE>	TARGET AT <DATE>	ACCOUNTABILITY
What we want to achieve	How we will measure it	Performance now	Performance at a future time	Who will report

Suggested source document: Change Management Plan or Outcomes Realisation Plan.

Outputs

Describe the outputs (deliverables), accounting for quality criteria and acceptance activities for each output. (What new products, services, business or management practices will be delivered to meet the Project outcomes?)

Scope

In Scope

Describe what is in scope.

Out-of-Scope

Describe what is out-of-scope.

Related Projects and Business as Usual (BaU) Activities

Identify related project and business-as-usual activities and describe how they might impact upon, or be impacted by, this project. Related projects (or major change initiatives) within the Division and/or Department can be of significance to the project. Representatives of these projects should be involved in project planning sessions.

It is important to establish both the type and nature of the relationship between the projects. The type of dependency refers to whether:

- A related project is dependent on / or interdependent with this project; or
- Whether this project is dependent on another project.

The nature of a dependency can include a shared relationship with data, functionality, staff, technology/infrastructure, funding, policy and/or legislation.

3 Project Schedule

Start and Gate Dates

List the start and gate dates

START DATE	INITIATE PHASE COMPLETE	PLAN PHASE COMPLETE	EXECUTE PHASE COMPLETE	PROJECT CLOSED
Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.

Schedule of Milestones

Outline the high-level project schedule. Copy and repeat a row for each additional output.

Where applicable, provide a reference to the detailed project schedule and Gantt chart

ID	DESCRIPTION	WHO	FINISH	PREDECESSOR ¹
	Plan Project	Project Manager		

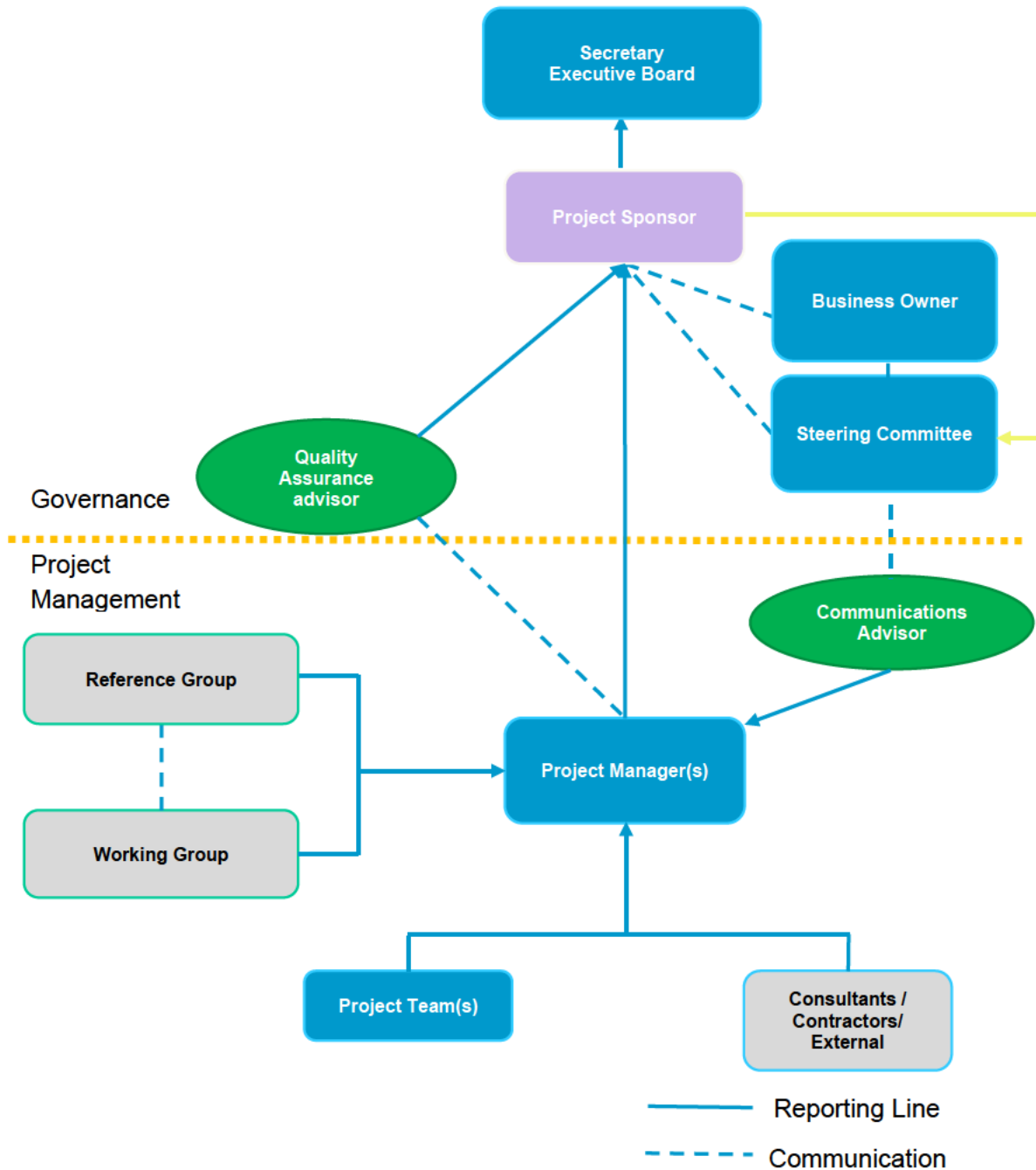
Suggested source document: your [Work Breakdown Structure](#), Project Schedule or Gantt Chart

¹ Activities in the Predecessor column must be completed prior to this activity commencing. Leave this column blank if not applicable.

4 Governance

The Governance Chart provides an overview of the governance structure for the project. Describe the governance structure by modifying the figure below. The Governance Chart is not accessible, so it is important to explain the governance in the table on the next page.

Figure 1 Governance Chart



Governance and Project Roles

Describe the applicable governance and project roles. See the Generic Governance Structure for more information on roles. Copy and repeat a row for each additional governance role. More information on roles and responsibilities is available in the RACI information sheet.

GOVERNANCE / PROJECT ROLE	NAME(S) AND POSITION(S)	RACI (RESPONSIBLE, ACCOUNTABLE, CONSULTED OR INFORMED):	FUNCTIONS AND SKILL SETS
	Project Sponsor		
	Business Owner		
	Senior Accountable Officer (only required for strategic projects)		
	Steering Committee members		
	Project Manager		
	Project Team Members		
	Reference Group Members		
	Working Group Members		
	Consultants		
	Quality Assurance Advisor		
	Other Advisors eg Communications, Human Resources, Finance		

Reporting Schedule

Outline the reporting requirements. Copy and repeat a row for each additional reporting requirement.

REPORTED BY	REPORTED TO	REPORT MECHANISM(S)	FREQUENCY
Eg Project Manager	Eg Project Sponsor	Eg Verbal/written	Monthly

REPORTED BY	REPORTED TO	REPORT MECHANISM(S)	FREQUENCY

Status Report

Describe any variation to the standard status report content, if applicable.

Approval Requirements

Describe the approval requirements.

TYPE	DESCRIPTION	APPROVED BY
Project		Project Sponsor
Corporate		
Regulatory		
Government		
Other		

5 Budget and Resources

If you need budget or resources and they have not yet been allocated, consider creating a Business Case.

Allocated Project Resources

List any FTE or other resources already allocated here. Note that if people are working on other work (eg business as usual work), they will have a reduced capacity to work on the project.

Project Budget

If you have no budget, keep the explanation below and delete the rest of this section.

There is no budget and the project will be undertaken within existing budget allocation.

If you have a budget, delete the information above and fill in the rest of the section.

Allocated Project Budget

If you have a budget, please:

- Contact the Budget and Resources (BRS) Team at budgets@decyp.tas.gov.au for advice
- Fill out the following section

CATEGORY	CURRENT YEAR \$'000	OUTYEAR 1 \$'000	OUTYEAR 2 \$'000	OUTYEAR 3 \$'000	TOTAL \$'000	FUNDING SOURCE	BASIS OF ESTIMATE (HOW COST WAS DETERMINED)
Salaries*							
Non-salaries							
Other Expenses							
Capital expenses							
TOTAL							

*Specify whether fixed term/recurrent, term, band and FTE

On-going Costs After Project Completion

CATEGORY	AMOUNT PER YEAR \$'000	FUNDING SOURCE	BASIS OF ESTIMATE
Salaries			
Non-Salaries			
Other			
TOTAL			

Projected expenditure for current financial year

Outline the projected expenditure if known (in \$000). This is only required for the current year.

YEAR	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Funding Allocation Process

Describe where the funds will come from. Have they already been allocated, or will you need to seek additional funding? If already allocated, provide detail of the Budget allocation and identify the cost code to be used for the project. Describe and confirm the process agreed with the Business Owner for the provision of the funds.

Procurement

Procurement is the process of acquiring goods and services, for example you could procure graphic design services or a consultancy to undertake research. If there is no procurement, you can write NA here, and delete the rest of the procurement section.

Procurement Strategy

Summarise the procurement strategy (eg will you choose the provider directly, request for quotation or request for tender).

Procurement Schedule

Describe the procurement schedule and incorporate the actions into the Project Schedule. Copy and repeat a row for each additional procurement task. (only if applicable to the project)

ID	PROCUREMENT TASK DESCRIPTION	WHO	START	FINISH	PREDACESSOR

Suggested source document: Procurement Plan and Authorisation.

Grants

Grants are used to achieve Government policy outcomes. They occur where the Government provides money to an organisation through a Funding Agreement. Grants are typically provided to a third-party to provide services on behalf of Government.

Will the project affect or create any grants? If yes, describe the approach here. Make sure you explain whether the grants will be developed during the project, or as a result of the project (less detail is required for the latter).

6 Risk Management

Assumptions

Describe the main assumptions used during planning.

Constraints

Describe the main constraints (inherent consequence and likelihood).

Risk Assessment

Describe the main risks. It is recommended you use the DECYP risk register template to develop your risk treatment plan. The relevant information from the register can then be copied below or attached.

MAIN RISKS	RISK CATEGORY	RATING	TREATMENT	REVISED RATING

Suggested source document: DECYP risk register.

Risk Management approach

What will be the process to manage risks? For example, will you undertake risk identification, review and reporting monthly/quarterly?

7 Stakeholder Engagement Strategy

Communication Context and Objectives

7.1 Current communication activities

Describe current communication practices, methods and stakeholder engagement activities of relevance to the project and organisational environment.

7.2 Communication Objectives

Describe the purpose, objectives, benefits and types of engagement.

7.3 Target Measures and feedback

Describe the communication target measures and how feedback will be provided.

7.4 Spokesperson, other roles and responsibilities

Identify the nominated spokesperson, and other roles and responsibilities for developing and distributing communications materials.

Stakeholder Identification and Analysis

Identify internal stakeholders and describe the impact of the change on all stakeholders, their awareness and attitude, together with their determined group and the type of engagement recommended. Engagement types: Inform, Consult, Involve, Collaborate, Empower, Inspire. Copy and repeat a row for each additional stakeholder. (If it's in a separate document, just attach)

Interest versus Influence grid

INTEREST VERSUS INFLUENCE	LOW INTEREST	HIGH INTEREST
High Influence (power)	Keep satisfied (minimal effort)	Key stakeholders (keep actively engaged)
Low Influence (power)	Monitor (no engagement planned)	Keep informed

7.5 Key Internal Stakeholder Analysis

STAKEHOLDER GROUP	IMPACTS OF CHANGE	AWARENESS OF CHANGE	ATTITUDE TO CHANGE AND ISSUES TO BE CONFRONTED	INTEREST / INFLUENCE	ENGAGEMENT TYPE
					Choose an item.
					Choose an item.
					Choose an item.

Repeat the above row for each additional stakeholder.

7.6 Key External Stakeholder Analysis

Identify external stakeholders and describe the impact of the change on all stakeholders, their awareness and attitude, together with their determined group and the type of engagement recommended. Engagement types: Inform, Consult, Involve, Collaborate, Empower, Inspire. Copy and repeat a row for each additional stakeholder.

STAKEHOLDER GROUP	IMPACTS OF CHANGE	AWARENESS OF CHANGE	ATTITUDE TO CHANGE AND ISSUES TO BE CONFRONTED	STAKEHOLDER GROUPING	ENGAGEMENT TYPE
					Choose an item.
					Choose an item.
					Choose an item.

Repeat the above row for each additional stakeholder.

7.7 Key Messages

This table is lifted from the Change Communication and Engagement Plan. Identify each stakeholder group and describe the overall communication objective, key messages, activity and mechanism, responsibility, measure and timeframe.

STAKEHOLDER GROUP	OBJECTIVE	KEY MESSAGES	ACTIVITY AND MECHANISM	RESPONSIBILITY	MEASURE	TIMEFRAME
						Click or tap to enter a date.
						Click or tap to enter a date.
						Click or tap to enter a date.

Repeat the above row for each additional stakeholder group.

7.8 Communication Risks

Describe the main communication and engagement risks. Copy and repeat a row for each additional communication risk.

MAIN RISKS	RISK CATEGORY	RATING	TREATMENT	REVISED RATING

7.9 Communication Action Plan

Describe communication and engagement activities and incorporate the actions into the Project Schedule. Copy and repeat a row for each additional action.

ID	TARGET AUDIENCE AND ACTION MECHANISM	WHO	START	FINISH	PREDECESSOR
			Click to enter a date.	Click to enter a date.	
			Click to enter a date.	Click to enter a date.	

8 Change Management

Context

Describe the scope, type and degree of change compared to the current position.

Change readiness

Outline current issues impacting the capacity for change, including residual effects of applicable past changes, culture and values of business unit(s) impacting reactions to change, and generally staff readiness for change.

Business Unit Stakeholders

Identify the business unit(s) and staff members who will be impacted by the change. Copy and repeat a row for each additional business unit stakeholder.

UNIT OF STAFF MEMBER	ROLE AND RESPONSIBILITY	EXPECTED CHANGE

Business Processes

Identify the business processes and types of change (eg process, technology, organisation, strategy) that will be impacted by the project. Copy and repeat a row for each additional process.

BUSINESS PROCESS	TYPE OF CHANGE	EXPECTED CHANGE

Leadership Roles

Identify the roles of business-as-usual Senior Executives and Senior Managers in sponsoring and supporting change.

Enablers

Identify enablers (for example, capabilities, technology or influencers) supporting change.

Target Measures

Describe the target measures for the types of change and incorporate the measures into the Outcome target measures for the project. Copy and repeat a row for each additional target measure.

TYPE OF CHANGE	MEASURE(S)

Change Action Plan

Describe the change actions and incorporate the actions into the Project Schedule. Copy and repeat a row for each additional action.

ID	DESCRIPTION	WHO	START	FINISH	PREDECESSOR
			Click to enter a date.	Click to enter a date.	
			Click to enter a date.	Click to enter a date.	
			Click to enter a date.	Click to enter a date.	
			Click to enter a date.	Click to enter a date.	

9 Quality Management

9.1 Quality Control

Describe the quality control requirements to be applied to outputs.

Quality Assurance

Describe the quality assurance processes to be used

Methods and Standards

Describe the quality management methods and standards required, for example legislation or ethical standards.

10 Monitoring and Performance Evaluation reviews

Monitoring and Control

Describe the monitoring and control processes to be undertaken.

Issues and Other Registers

If applicable, identify the issues and other registers that will be used in the project and summarise content requirements.

Information Management

Describe information management requirements.

Performance Evaluation Reviews

Describe performance evaluation review requirements. Use <other> or copy and repeat a row for each additional performance measure.

PERFORMANCE MEASURES	REVIEW REQUIREMENTS
Corporate Drivers	
Target Outcomes	
Schedule Milestones	
Budget and Expenditure	
Procurement	
Contract Management	
Quality Management	
Staff Management	
Change Management	
Risk Management	
Stakeholder Management	
Document Management	
Other	

11 Project Closure

Outcome Realisation

Summarise how outcome realisation management and monitoring strategies, and review activities will be finalised. Suggested source document: Outcome Realisation Plan

Change Readiness

Summarise how change readiness key activities will be finalised.

Output Acceptance

Summarise how output acceptance management, maintenance and review activities will be finalised.

Evaluation Activities

Describe the project evaluation and learning activities.

12 List of Attachments

The following attachments are strongly recommended:

- Project Schedule / Gantt chart
- Communication Strategy, or Change Communication and Engagement Plan
- Risk Register
- Outcomes Realisation Plan

The following are optional depending on the project:

- Change Management Plan
- Detailed Budget
- Procurement Plan and Authorisation

13 Acknowledgement and Approval

PROJECT MANAGER

SPONSOR

(THIS CAN BE CHANGED TO THE SENIOR
ACCOUNTABLE OFFICER, PROJECT DIRECTOR IF
APPROPRIATE)

[Insert firstname and lastname]	[Insert firstname and lastname]
[Day Month Year]	[Day Month Year]

Document Development History

VERSION REFERENCE	DATE	SUMMARY OF VERSION/CHANGES	APPROVED BY
Eg v1.0	December	First approved version	Sponsor

[Project Name] Outcomes Realisation Plan

Template version 2.0 June 2024

User version [Number, eg 0.0] – [date]



This document is designed to capture the key elements of an outcome realisation plan. The document is closely related to the Change Management planning and transition planning.

Project Background

Project Name

Project objectives and business drivers

Summarise the project objective, classification, and corporate drivers.

Project outcomes background

Summarise the project outcomes.

Project risks background

Summarise key risks.

Project stakeholder background

Summarise key stakeholders and engagement strategies.

Start Date: [Day Month Year]

End Date: [Day Month Year]

Introduction

Outcome status

Describe the current status of outcome realisation, including key changes and business owner issues.

Output delivery and acceptance

Describe the delivery and acceptance process, including any outstanding acceptance issues and resolution activities.

Phase

Identify the phase for this update.

☐ Initiate ☐ Plan ☐ Execute ☐ Close

Reporting

Identify outcome and output regular reporting requirements.

REPORTED BY	REPORTED TO	REPORT MECHANISM	FREQUENCY

Repeat the above row for each additional reporting requirement.

Target Outcomes Actions

CATEGORY	FILL-IN THIS COLUMN
Target Outcome and measure	Describe the planned target outcomes.
Target Outcome Description No. 1	
Management strategy	
Monitoring strategy	
Performance Indicator	
Measure	

CATEGORY	FILL-IN THIS COLUMN
Baseline	
Target Level	
Target Date	
Accountability	

Copy and repeat the description table for each target outcome.

Schedule

Describe the management, monitoring and review actions required for the target outcome. Copy and paste a row to the table for each new task.

ID	DESCRIPTION	WHO	START	FINISH	PRED.
			Click or tap here to enter text.	Click or tap here to enter text.	
			Click or tap here to enter text.	Click or tap here to enter text.	

Copy and repeat the schedule table for each target outcome.

Output Actions

CATEGORY	FILL-IN THIS COLUMN
Output Actions	Update the output quality criteria and standards that will be used to determine ‘fitness for purpose’ and the acceptance requirements and responsibilities of the business owner.
Output Description No. 1	
Quality criteria	
Output acceptance	
Management strategy	
Maintenance strategy	
Issues	
Budget \$	

CATEGORY	FILL-IN THIS COLUMN
Fund source	
Accountability	

Copy and repeat the output actions table for each output description.

Schedule

Describe the management, maintenance and review actions required for the output. Add a row to the table for each task.

ID	DESCRIPTION	WHO	START	FINISH	PRED.
			Click or tap here to enter text.	Click or tap here to enter text.	
			Click or tap here to enter text.	Click or tap here to enter text.	

Copy and repeat the schedule table for each output.

Acknowledgement and Approval

PROJECT MANAGER
(THIS CAN BE CHANGED TO
THE SENIOR ACCOUNTABLE
OFFICER, PROJECT
DIRECTOR IF APPROPRIATE)

BUSINESS OWNER

SPONSOR

[Insert firstname and lastname]	[Insert firstname and lastname]	[Insert firstname and lastname]
[Day Month Year]	[Day Month Year]	[Day Month Year]

Case study

Lifting Literacy Implementation

Establishing the mechanisms for success:

- The independent Literacy Advisory Panel Final Report – Lifting Literacy was released in June 2023.
- In response to the recommendations of this report, the Department developed and released its Lifting Literacy Implementation Plan (2024-2026) in February 2024.
- The Department report progress on the plan twice a year to the government appointed independent Lifting Literacy Outcomes Monitoring Group.
- In 2024, internal and external governance mechanisms were established:
 - A School Sector Reference Group, with representation from the three education sectors, provides the forum for statewide discussions about the Minimum Schooling Guarantee requirements.
 - The Department's Executive Leadership Team provide oversight for the DECYP Implementation Plan, ensuring strategic alignment with government priorities.
 - A Departmental Advisory Committee ensures mechanisms are in place for effective system-wide change.
 - Executive Committees within the department receive quarterly updates on progress relevant to their focus areas.
- The Deputy Secretary – Development and Support was confirmed as the Project Sponsor and the Director, Lifting Literacy was appointed the Department's senior accountable officer for the initiative.
- A Lifting Literacy Implementation Team was established to enable a staged and measured implementation and ensure the changes are sustainable and impactful now and into the future.

Staying the course

- Lifting Literacy implementation continues to progress positively and in-line with the Department's Lifting Literacy Implementation Plan (2024 – 2026).
- Continued success in implementation is largely due to the prioritisation and ongoing commitment from the government to support literacy reform over the long term.

- The Lifting Literacy Implementation Team remain committed to a pace of implementation that enables sustainable change, and they are drawing on the recommendations of the Independent Review of Education to ‘stay the course’.
- All actions and milestones of the Department’s Lifting Literacy Implementation Plan were reviewed in 2025 and updated to ensure they are being implemented with fidelity and depth.
- During 2026 the focus of the Lifting Literacy initiative is to:
 - Continue to build the Early Years workforce capabilities to provide high-quality literacy learning opportunities across all early learning contexts.
 - Continue to build School Leadership expertise and confidence to facilitate effective implementation across our school system.
 - Strengthen and deepen teacher knowledge and capability to ensure they have the skills to plan for and deliver high-quality instruction in line with the Australian Curriculum.
 - Provide high-quality instructional materials to all DECYP schools to support our teacher’s delivery of the English curriculum (P-10) and to ensure every student receives the instruction needed to develop lifelong literacy skills.
 - Provide teachers with the resources and training to ensure students identified as needing extra support receive small group or one-on-one evidence-based intervention.
 - Continue to equip educators with the curriculum, assessment and instructional resources and guidance they need to embed structured literacy in their classrooms.
 - Raise the profile of public library program and collections as pivotal in literacy learning for all Tasmanians.
 - Support Adult learners with an evidence-informed approach to adult literacy that acknowledges their specific needs and challenges.
- The Department is strengthening system capability to ensure evidence-based, structured literacy is embedded in policy and practice, improving literacy outcomes for Tasmania’s children and young people.
- Lifting Literacy implementation takes a connected approach to delivery, monitoring and evaluation. Clear and timely communication ensures stakeholders understand their role, the overall direction, and next steps.
- Change readiness is supported through shared understanding, ongoing support, and continued involvement of those delivering the work.

FEBRUARY 2025



Attachment J

Lifting Literacy Implementation Plan 2024–2026

2025 Update





Acknowledgement of Country

We acknowledge the Tasmanian Aboriginal Community as the traditional and continuing custodians of Lutruwita, where Palawa have cared for their children and prepared them for life since the beginning of time. We honour Elders, past and present. We are committed to ensuring every Aboriginal and Torres Strait Islander child and young person is known, safe, well and learning.

Department for Education, Children and Young People
Published February 2025 © State of Tasmania 2025

Introduction

In June 2023, the Tasmanian Government accepted all priority recommendations of the independent Literacy Advisory Panel, with the aim of taking Tasmania towards the aspirational goal of 100 per cent literacy.

Implementing the 23 recommendations in full will require action and collaboration from government and non-government actors across the community. The Department for Education, Children and Young People (DECYP) has a key role to play.

This initial three-year implementation plan sets out the action DECYP will take from 2024 to 2026. We will set targets for long-term improvement beyond 2026.

The current plan is informed by the high-level implementation plan of the Department of Premier and Cabinet (DPAC) and the principles established by the Literacy Advisory Panel:

- Equity (All Tasmanians have opportunities to access the support they need to develop literacy skills)
- Consistency (There is evidence-based structured literacy teaching from early years to adulthood)
- Individual at the centre (Educators put their learner at the centre by understanding and responding to the ecological context of those they teach)
- Underpinned by evidence-based research (Approaches to teaching literacy are underpinned by the large body of cognitive research on how our brain learns to read and write).

The actions outlined in this three-year plan will make an immediate difference to the lives of children, young people and adults. Embedding

this change will require ongoing commitment. To ensure the changes we make are sustainable and that this work has an impact on future generations, we will focus during these three years on building on the foundations of the DECYP Strategic Plan 2024–2030:

- a valued and capable workforce
- strong partnerships with children, young people, families and community
- improvement informed by inquiry and evidence.

A collaborative approach to implementation, supported by strong and effective internal communication, will help embed evidence-based practice within our ongoing core business. It will support children and young people to be known, safe, well and learning, and ensuring that all learners, from the youngest children to adults, have the opportunity to thrive.

Progress to date

Since June 2023, when the Government committed to full implementation of the 23 priority recommendations, DECYP has:

Engaging Families and Community to value and support literacy

- Reviewed library early years programming to ensure consistency with the evidence of what best supports early language and literacy development (Rec 14)
- Reviewed the 26TEN Communities program to ensure we are supporting community literacy in the most effective ways

Lifting Literacy in the Early Years

- Piloted the Grammar and Phonology Screen (GAPS) in pre-school programs (Rec 4)

- Worked with speech pathologists to develop a GAPS educator guide, including guidance on tier 1 interventions (Rec 4)
- Refined evidence-based resources for early years educators in effective teaching practices for early language and literacy development

Lifting Literacy in the School Years

- Engaged the Australian Education Research Organisation (AERO) and educational literacy experts for advice and guidance to support the process of changing practice in schools (Rec 6)
- Reviewed 235 identified literacy resources for alignment with the evidence-base for teaching reading and begun de-implementation of non-aligned resources (Rec 6)
- Recruited and trained Education Support Specialists for a number of schools to begin implementation of a reading intervention program (Rec 6)
- Begun to build Principal knowledge and understanding of the elements of a structured literacy approach and a multi-tiered system of supports (MTSS) for literacy instruction and intervention, to equip them to lead whole of school change, through a series of targeted forums (Recs 6)
- Trained teachers in primary and combined schools to deliver evidence-based systematic and explicit phonics instruction from Kindergarten – Year 2 as one element of a structured approach to literacy, to enable this to begin in 25 per cent of schools from 2024 (Rec 6)
- Established mechanisms to communicate regularly with all educators about the minimum schooling guarantee
- Worked with Deakin University to develop a literacy training package for educators (including school leaders, teachers, Education Support Specialists and Teacher Assistants) and Professional Support Staff (including allied health professionals) on structured literacy and MTSS (Rec 6)
- Developed targeted training for first-year teachers on the core elements of structured literacy and MTSS (Rec 6)

- Administered the National Year 1 Phonics Check in Government schools to eligible students in Term 3 2023 with 95 per cent of students participating (Rec 6)
- Scoped an approach to supporting kindergarten educators to explicitly teach phonological awareness, concepts of print, and the alphabetic principle (Rec 6)
- Amended the Ministerial Expectations for the Non-Government Schools Registration Board to include consideration of a structured approach to literacy as a Government priority
- Expanded the range of reading materials available through the newly-introduced Sora e-resources library app for all learners and teachers in Government schools (Rec 16).

Lifting Literacy in the Adult Years

- Begun implementing changes to the Libraries Tasmania Adult Literacy Service model to strengthen its capacity to provide high quality, individualised adult literacy support aligned to the science of reading
- Continued to make available and promote through 26TEN and Libraries Tasmania a program of appropriate evidence-based professional learning for adult literacy practitioners (Rec 15)
- Worked with TasTAFE to develop a new handbook for adult literacy tutors in the Libraries Tasmania adult literacy service, quality assured against AERO standards of evidence and through independent peer review (Rec 15).

In the first year of our Lifting Literacy Implementation Plan, we made strong progress across early years, school years, adults and community literacy. We focused on establishing strong foundations of skill, knowledge and capability across our workforce to ensure sustainability.

2024 Progress report available at

www.decyp.tas.gov.au/about-us/strategies-and-frameworks/lifting-literacy/

Governance and Reporting

The Deputy Secretary Portfolio Services for Development and Support is accountable to the Secretary of DECYP for implementation of this plan, with oversight from relevant Executive Committees (Data and System and Intelligence , Empowering Equity for Outcomes, Learner and School Improvement, Our People).

Development and Support will coordinate and guide overall implementation of this plan, bringing together a number of areas across DECYP to collaborate to deliver on the plan. Members of the DECYP Executive Board are responsible for ensuring the contribution of their respective areas.

Development and Support will coordinate regular reporting through the DECYP Executive Board to the independent Lifting Literacy Outcomes Monitoring Group (LLOMG).

Development and Support will coordinate and guide overall implementation of this plan



Engaging families and community to value and support literacy

The Lifting Literacy Community-wide-Framework acknowledges that improving literacy outcomes for all Tasmanians will require the collaboration of many stakeholders, including families, educators, local organisations, and government. It highlights the crucial role families and carers play in supporting a child's language and literacy development.

DECYP will support families and community through our libraries, Child and Family Learning Centres (CFLCs), schools, the 26TEN network and the B4 Coalition with evidence-based resources and advice to support language and literacy development during a child's crucial first 1000 days, to promote reading, and to foster a love of learning (Rec 3).



We will position libraries as pivotal community centres for supporting literacy development for Tasmanians of all ages (Lifting Literacy principle Recs 14–17) and support a whole-of-community approach to supporting literacy, building on ten years of collective impact engagement on adult literacy through 26TEN.

We will collaborate with DPAC and stakeholders across the community to support the development of a single portal for evidence-based information and advice about literacy (Rec 1) and a community-wide campaign to lift literacy in Tasmania (Rec 2).

Specifically **we will**:

Action 1 – 2025 Revision

Develop and launch a single portal which brings together relevant evidence-based, information and advice about literacy, including literacy resources, tools and other supports

**Milestones
by end 2024****by end 2025****by end 2026**

Map existing sites and resources

Scope portal, including purpose, parameters, mechanisms and governance structure to maintain, track use and evaluate site

N/A

N/A

Portal developed

N/A

N/A

Portal launched

N/A

Action 2 – 2025 Revision

Engage stakeholders to collaboratively maintain and continue to improve portal

**Milestones
by end 2024****by end 2025****by end 2026**

N/A

Stakeholders identified and engaged

TBC

N/A

Responsibility for long-term maintenance of portal content and infrastructure determined

N/A

Action 3

Ensure all DECYP material available through the portal is in plain English to support low literacy users and machine translation for Culturally and Linguistically Diverse (CALD) users and those with a disability

**Milestones
by end 2024**

N/A

by end 2025

All material in plain English
and machine translatable

by end 2026

All material in plain English
and machine translatable

Action 4 – 2025 Revision

Design a community-wide campaign to lift literacy

**Milestones
by end 2024**

Existing DECYP campaigns
mapped

N/A

by end 2025

Campaign needs, covering a
range of objectives and target
audiences, identified

Campaign designed based on
identified needs

by end 2026

N/A

N/A

Action 5 – 2025 Revision

Deliver campaign that addresses target audiences needs and encourages all Tasmanians to further develop their literacy awareness, knowledge, understanding, and skills

**Milestones
by end 2024**

N/A

N/A

by end 2025

Campaign implemented

N/A

by end 2026

Continued implementation
of campaign

Campaign evaluated to
inform future approach

Action 6 – 2025 Revision

Build awareness of libraries as a pivotal community centre for supporting literacy development for Tasmanians of all ages

Milestones by end 2024	by end 2025	by end 2026
N/A	Libraries Tasmania's literacy programs, services and events promoted	Campaign leveraged to build awareness
N/A	Campaign leveraged to build awareness	N/A

Action 7

Review and consolidate early literacy resources and campaigns to ensure clear, consistent and accessible messaging for parents and carers, based on the science of reading evidence base, and identify any resource gaps

Milestones by end 2024	by end 2025	by end 2026
Resources reviewed and an appropriate full suite identified	N/A	N/A

Action 8

Develop or identify resources to address any gaps

Milestones by end 2024	by end 2025	by end 2026
N/A	Any additional required resources developed and made available	N/A

Action 9

Ensure resources for parents and carers include advice on support available for adults to improve their literacy

**Milestones
by end 2024**

N/A

by end 2025

Adult literacy support
promoted in appropriate early
years resources

by end 2026

N/A

Action 10

Support B4 to advocate and promote resources to parents and carers

**Milestones
by end 2024**

N/A

by end 2025

N/A

by end 2026

Resources promoted

Action 11

Engage with the Department of Health (Child Health and Parenting Service – CHaPS) to provide input into planning for the introduction of additional health checks, to ensure ongoing engagement with CFLCs and Launching into Learning

**Milestones
by end 2024**

DECYP recognised as
a partner by CHaPS in
development of their
implementation plan

by end 2025

Engagement with CHaPS

by end 2026

Engagement with CHaPS

Action 12

Support culturally and linguistically diverse (CALD) learners of all ages through libraries by offering targeted opportunities for literacy development and access to reading-related activities in community languages

**Milestones
by end 2024****by end 2025****by end 2026**

Planning undertaken to improve community language library activities and resources

New community language library activities and resources introduced

New community language library activities and resources introduced

N/A

English Conversation Classes offered in public libraries reviewed

Recommendations from review of English Conversation Classes implemented

Action 13

Continue engagement with Tasmanian Aboriginal communities to enable culturally responsive literacy programming within libraries

**Milestones
by end 2024****by end 2025****by end 2026**

Priority areas for attention and action identified through collaboration with the Tasmanian Aboriginal Centre and other Tasmanian Aboriginal organisations

2024 actions evaluated and areas for future focus identified through ongoing dialogue with Tasmanian Aboriginal communities

2025 actions evaluated and areas for future focus identified through ongoing dialogue with Tasmanian Aboriginal communities

All new Libraries Tasmania staff complete the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) Core Cultural Learning as part of their induction

All new Libraries Tasmania staff complete the AIATSIS Core Cultural Learning as part of their induction

All new Libraries Tasmania staff complete the AIATSIS Core Cultural Learning as part of their induction

Action 14

Investigate the potential benefit of mobile library services for schools that cannot support a quality collection or communities that struggle to maintain adequate libraries due to location, funding or size

Milestones by end 2024	by end 2025	by end 2026
Contemporary mobile library outreach service pilot designed, considering opportunities to support school and community literacy, including disengaged children and young people	Pilot implemented	Next steps considered
N/A	Effectiveness of pilot in improving access to library services for schools and communities evaluated	N/A



Action 15

Consider opportunities to support disengaged children and young people through existing library services

Milestones by end 2024

by end 2025

by end 2026

Opportunities identified

Target pilot completed

TBC

Promising opportunities identified for piloting with focus on literacy support for disengaged teens

Next steps identified

N/A

Action 16

Deliver on the final two years of *26TEN Tasmania: Tasmania's Strategy for Adult Literacy and Numeracy 2016–2025*

Milestones by end 2024

by end 2025

by end 2026

26TEN workplace grants delivered

26TEN workplace grants delivered

N/A

26TEN Coalition Sector plans implemented

26TEN Coalition Sector plans implemented

N/A

Objectives in 26TEN Communities project plans met

Objectives in 26TEN Communities project plans met

N/A

We will position libraries as pivotal community centres for supporting literacy development for Tasmanians of all ages

Action 17

Develop a strategy for community-wide adult literacy support and engagement beyond the current *26TEN strategy 2016–2025*, to renew a collective impact approach consistent with the Lifting Literacy Framework

Milestones by end 2024

by end 2025

by end 2026

N/A

26TEN member network
survey completed

N/A

N/A

Community consultation
complete

N/A

N/A

Future strategy developed
and approved

N/A

Action 18

Consider additional recommendations in the *Lifting Literacy* report relevant to families and community and plan for ongoing implementation beyond 2026

Milestones by end 2024

by end 2025

by end 2026

N/A

Response to additional
recommendations
developed

Plan established for
ongoing implementation
beyond 2026

Lifting Literacy in the Early Years

The *Lifting Literacy* report highlights the importance of ensuring children in the early years are supported to build foundational language and literacy skills, including through intensive support when required.

DECYP will deliver quality early learning through our CFLCs, libraries, Launching into Learning programs in schools and other initiatives to help all children get a great start in life. We will continue to improve these programs, in line with the evidence about how children learn, and ensure our workforce is appropriately trained. We will ensure that the literacy and language needs of children in DECYP programs are identified early and that we respond to each child's needs appropriately.

To ensure support in the early years extends beyond children attending DECYP early years programs, we will help establish a consistent state-wide approach to phonological awareness screening of all children before the end of term one in Kindergarten (Rec 4). We will leverage our role as the regulator of the Early Childhood Education and Care (ECEC) sector in Tasmania to facilitate and incentivise the adult and early childhood education and care literacy workforce (including volunteers) to participate in evidence-based professional development and engage in a community of practice (Rec 9).

Specifically **we will:**



We will ensure that the literacy and language needs of children in DECYP programs are identified early and that we respond to each child's needs appropriately.

Action 19

Establish a consistent approach to language screening in the early years within DECYP

**Milestones
by end 2024****by end 2025****by end 2026**

Grammar and Phonology Screen (GAPS) available in all DECYP early learning environments to screen language skills of children

Preferred consistent approach to early years language screening established

Consistent approach to early years language screening implemented

GAPS training modules and GAPS educator guide made available to all early years educators

Guidance and training provided to support implementation of preferred approach

Children identified through screens as needing additional help to develop language and literacy are receiving additional Tier 1 support and referrals where necessary

Value of GAPS for identifying young learners at risk monitored and evaluated

Children identified through screens as needing additional help to develop language and literacy are receiving additional Tier 1 support and referrals where necessary

N/A

Alternative screening and assessment tools investigated

N/A

N/A

Action 20

Contribute to development of a consistent statewide approach to phonological awareness screening in the early years

**Milestones
by end 2024**

N/A

by end 2025

Findings from DECYP work to identify suitable screening tools shared with School Sectors Reference Group

by end 2026

Statewide approach established

Action 21

Train DECYP birth to 4 workforce in evidence-based practices to support early literacy

**Milestones
by end 2024**

Online learning modules developed targeted to specific DECYP birth to 4 workforce cohorts (Launching into Learning, CFLCs, libraries)

by end 2025

Training completed by staff

by end 2026

Training completed by staff

Online modules made available to staff

N/A

N/A

Action 22

Facilitate participation by the early childhood education and care (ECEC) workforce in evidence-based professional development

**Milestones
by end 2024****by end 2025****by end 2026**

Professional learning package developed

Agreement reached on universal promotion of professional development and approach to incentivising participation

Training delivered

Education and Care Stakeholder Reference Group and peak organisations engaged

Training delivered

Training evaluated

Action 23

Consider establishing a formal community of practice for early childhood educators focused on evidence-based literacy practice

**Milestones
by end 2024****by end 2025****by end 2026**

N/A

N/A

Early childhood educators surveyed for interest/need

N/A

N/A

Options considered

Action 24

Ensure library early years programs are aligned to the evidence-base by implementing the recommendation of the library early years programs review

**Milestones
by end 2024****by end 2025****by end 2026**

Purpose of early years programs and their contribution to early language and literacy communicated clearly and consistently to all staff and stakeholders

Programs being delivered in line with evidence-base

Recommendations of review implemented

Library specific Qualiteach modules developed in place of handbook

Regular review of programs

N/A

Action 25

Renew and strengthen professional learning for the library early years literacy workforce

**Milestones
by end 2024****by end 2025****by end 2026**

New training delivered

Ongoing program of training established

All relevant staff undertaking training

Children and Young People's Services Coordinator positions established statewide to develop and support staff delivering early years programs

N/A

N/A

Action 26

Consider additional recommendations in the *Lifting Literacy* report relevant to the early years and plan for ongoing implementation beyond 2026

Milestones by end 2024	by end 2025	by end 2026
N/A	Response to additional recommendations developed	Plan established for ongoing implementation beyond 2026



Lifting Literacy in the School Years

The Lifting Literacy Community-wide Framework calls for learning to read to be recognised and positioned as foundational to all other literacy learning. DECYP will achieve this by implementing the minimum schooling guarantee recommended by the Literacy Advisory Panel across all Tasmanian Government Schools by 2026 (Rec 6).

This will include:

- a structured (systematic and explicit) and evidence-based approach to the teaching of reading for all students across all school years; and
- a multi-tiered system of supports (MTSS) incorporating quality tier one instruction and evidence-based interventions. This will be appropriately supported and informed by ongoing monitoring, screening and assessments that keep the learner at the centre.

We will ensure the minimum schooling guarantee is accessible to all, including students with disability or from culturally and linguistically diverse backgrounds. We will strive for an approach that is culturally appropriate for Tasmanian Aboriginal students and consistent with relevant Closing the Gap targets.

The minimum schooling guarantee will be supported by professional learning for the existing DECYP workforce. This will build the knowledge and skills needed to ensure teaching aligns with contemporary peer-reviewed evidence, including cognitive research, and is explicit and systematic. We will ensure that every teacher in the Government school system engages annually in evidence-based training appropriate for their teaching role.

To ensure that foundational literacy learning is supported by rich literacy environments throughout the school years, Libraries Tasmania will continue to support school libraries so they can better extend students' reading and encourage a lifelong engagement with libraries and reading. We will deepen partnerships between Libraries Tasmania and schools without qualified librarians or with limited collections, or with significant literacy need, and provide professional development, resources and just-in-time support. (Rec 16).

Embedding this approach within our schools and system will take time. During this initial implementation period, we will work with tertiary education providers in Tasmania to ensure future teaching graduates are equipped to support this approach (Rec 7).

We will also plan for ongoing work beyond 2026, to ensure this change is sustainable.

Specifically **we will:**

Action 27

Collaborate across Government and non-Government school Sectors

**Milestones
by end 2024****by end 2025****by end 2026**

Implementation plan shared with non-Government school sectors through the School Sectors Reference Group

Collaboration progressed through Lifting Literacy Working Group

TBC

Areas for sharing and collaboration established

N/A

N/A

Collaboration progressed through the Lifting Literacy Working Group

N/A

N/A

Action 28

Build principal knowledge and understanding of a structured literacy approach and an MTSS and equip principals to lead whole-of-school change

**Milestones
by end 2024****by end 2025****by end 2026**

Professional learning delivered to principals

Professional learning delivered to principals

Professional learning delivered to principals

Resources to support implementation developed and made available

Resources updated and shared as needed

Resources updated and shared as needed

Action 29

Provide clear and consistent information and guidance to schools to support all aspects of the minimum schooling guarantee

**Milestones
by end 2024****by end 2025****by end 2026**

Clear communication provided to schools through a range of channels

Clear communication provided to schools through a range of channels

Clear communication provided to schools through a range of channels

Pedagogical Framework reviewed for alignment to AERO's 'How Learners Learn' resource

N/A

N/A

Our Approach to School Improvement updated with clear expectations

N/A

N/A

DECYP position statements developed on structured literacy and MTSS

N/A

N/A

Action 30

Give schools the guidance, tools and resources they need to embed evidence-based structured literacy and an MTSS

**Milestones
by end 2024****by end 2025****by end 2026**

Evidence-based scopes and sequences for the teaching of reading available to all schools, aligned to the Australian Curriculum V9

Scopes and sequences further developed

Schools are accessing resources

Online hub for tools and resources established

Resources are easily discoverable and accessible

N/A

Age-appropriate screening and assessment tools identified

Schools are accessing resources

N/A

Standardised approach to screening established

Appropriate approaches to Tier 2 and Tier 3 intervention identified

TBC

Training provided in the use of identified screening tools

Guidance and high-quality instructional materials provided to schools to facilitate support for literacy through all areas of our curriculum frameworks

N/A

Data management system developed to support the consistent use of screening tools

Further consideration of targeted resources needs for specific cohorts and actions to ensure these are available

TBC

Need for targeted resources for specific teaching cohorts (eg. English as an Additional Language) considered and addressed

N/A

N/A

Action 31

Review and adjust or discontinue as required all relevant policy, procedures, guidelines, and related advice, resources, messages and training to align with the minimum schooling guarantee

**Milestones
by end 2024**

Audit of all literacy instruction materials completed

by end 2025

Non-aligned references to practice and material removed/discontinued

by end 2026

Non-aligned references to practice and material removed/discontinued

Action 32

Introduce evidence-based structured literacy teaching and MTSS for all Government school students across the school years

**Milestones
by end 2024**

25 per cent of Government schools have begun implementing structured literacy with an MTSS framework from Kindergarten to Year 2

All Government schools have begun implementing elements of structured literacy within an MTSS framework across all school years

National Year 1 Phonics Check delivered to all eligible Year 1 students in Term 3 and student data used to inform teaching

National Year 1 Phonics Check delivered to Year 2 students who were classified as "struggling" or "developing" decoders in the Year 1 Phonics Check in 2023

by end 2025

Further elements of structured literacy within an MTSS framework implemented in all Government schools

Schools are using screening and assessment tools

N/A

N/A

by end 2026

All Government schools implementing structured literacy within an MTSS framework

Standardised approach to screening embedded and incorporated in assessment schedule

All literacy assessments not supported by the evidence-base discontinued

N/A

Action 33

Make resources available to Tasmanian home educators to support the delivery of literacy in home education programs

**Milestones
by end 2024****by end 2025****by end 2026**

N/A

Supporting resources
developedSupporting resources
provided to home
educators

N/A

Supporting resources
provided to home
educators

N/A

Action 34

Support the Non-Government Schools Registration Board to make changes to the Board Standards and Guidelines to align with the minimum schooling guarantee

**Milestones
by end 2024****by end 2025****by end 2026**

N/A

Appropriate changes
identifiedConsultation ongoing
to inform changes to the
Standards and Guidelines
in 2027 in line with
review schedule

N/A

Consultation on changes to
the Standards commenced

N/A

Action 35

Communicate clearly to parents about our approach to literacy teaching

**Milestones
by end 2024**

New information on the approach prepared for parents and carers

Website updated

by end 2025

Up-to-date and consistent information on the approach available to parents and carers

N/A

by end 2026

Up-to-date and consistent information on the approach available to parents and carers

N/A

Action 36

Support graduate teachers to be classroom ready to deliver evidence-based reading instruction

**Milestones
by end 2024**

Structured literacy component included in First Year Teacher Specialised professional learning

Investigate establishment of UTAS teaching student placements to familiarise students with a structured approach to literacy instruction

by end 2025

Early career teachers, first year teachers and TIPP provided with professional learning on implementation of structured literacy within a Multi Tiered System of Supports Framework

Continue to work with UTAS to develop collaborative approach that ensures teaching students experience a structured approach to literacy instruction

by end 2026

Ongoing provision of structured literacy component in First Year Teacher specialised professional learning

TBC

Action 37

Train educators (including school leaders, teachers, education support specialists and teacher assistants) and professional support staff (including allied health professionals) on structured literacy, MTSS and its application in P-2, 3-6 and 7-12

**Milestones
by end 2024****by end 2025****by end 2026**

Training package of online, self-directed modules finalised	Required Qualiteach training completed by all educators	Ongoing review and improvements to Qualiteach
Modules made available to educators and professional support staff (including allied health professionals)	Ongoing review and improvement to Qualiteach	Foundational and targeted training delivered to meet the needs of all educators, including teachers of students with specific needs
Core modules of training package completed by school leaders, teachers, professional support staff, education support specialists and teacher assistants	Professional learning program in place for all elements of structured literacy teaching	Annual training completed by educators
Systematic opportunities offered to develop professional practice in word recognition and oral reading fluency	Micro-credentialling of training package established	N/A
Kindergarten to Year 2 teachers completing phonics training	Targeted training completed by first year teachers and kindergarten educators	N/A
Training and coaching given to Kindergarten educators to explicitly teach phonological awareness, concepts of print and the alphabetical principle	N/A	N/A
Targeted training and information needs for diverse contexts, including alternative programs and segregated sites and schools, considered.	Targeted training needs for upper and senior secondary, educators working with students with a disability and other teachers of students with specific needs identified and addressed	N/A
Targeted training completed by first year teachers	Expectations for annual training for educators established	N/A
Engagement commenced with tertiary providers on possible micro-credentialling of training package	N/A	N/A

Action 38

Develop an approach to ensure students accessing alternative provisions receive quality evidence-based literacy teaching including access to an MTSS

**Milestones
by end 2024****by end 2025****by end 2026**

Barriers identified and approach to addressing these developed

N/A

N/A

Action 39

Develop a whole-of-agency workforce approach to build capability of DECYP workforce to understand and implement the minimum schooling guarantee

**Milestones
by end 2024****by end 2025****by end 2026**

Appropriate online environment identified for educators to access training, assessment, instructional routines and resources for evidence-based literacy teaching

Information and training provided to build capacity of the broader DECYP workforce, including allied health staff, to understand, make connections to and support a structured literacy approach in schools

Information and training provided to build capacity of the broader DECYP workforce, including allied health staff, to understand, make connections to and support a structured literacy approach in schools

Information and training provided to build capacity of the broader DECYP workforce, including allied health staff, to understand, make connections to and support a structured literacy approach in schools

N/A

N/A

Action 40

Provide input, through the School Sectors Reference Group, to the development of a Literacy Workforce Attraction and Retention Strategy focused on increasing access to allied health professionals across the continuum of learning

**Milestones
by end 2024****by end 2025****by end 2026**

Alignment with the DECYP Education Workforce Action Plan advocated

DECYP information on current challenges for literacy workforce, including on attraction and retention of allied health professionals, provided to inform strategy

N/A

Action 41

Ensure all individual learning plans of students in Government schools are consistent with the MTSS and include evidence-based interventions

**Milestones
by end 2024****by end 2025****by end 2026**

Inclusive Practice Coaches are trained to translate system guidance for teaching literacy into practice

Literacy teaching for students with learning plans is aligned to the minimum schooling guarantee

Literacy teaching for students with learning plans is aligned to the minimum schooling guarantee

Literacy teaching for students with learning plans is aligned to the minimum schooling guarantee

N/A

N/A

Action 42

Consider options to increase access to evidence-based therapeutic interventions for students who need these for literacy development

**Milestones
by end 2024****by end 2025****by end 2026**

N/A

A range of options considered and next steps identified

TBC

N/A

Information provided to the School Sector Reference Group to inform broader analysis of current access and barriers to support from allied health professionals across school sectors

N/A

Action 43

Provide guidelines to English as an Additional Language (EAL) teachers on how to support Culturally and Linguistically Diverse (CALD) students with literacy development within the framework of structured literacy and MTSS

**Milestones
by end 2024****by end 2025****by end 2026**

EAL teachers have accessed appropriate training modules

EAL teachers have accessed appropriate training modules

EAL teachers have accessed appropriate training modules

N/A

EAL intranet Hub, CANVAS teaching resources and student learning plans reviewed for consistency with evidence-base

N/A

N/A

Alignment of English as Another Language or Dialect (EALD) progression with literacy scopes and sequences considered and assessment progression and timelines adjusted as needed

N/A

Action 44

Provide resources for the Culturally and Linguistically Diverse (CALD) community to support literacy learning

**Milestones
by end 2024**

Current information for CALD families (including translations) reviewed for consistency and relevance to literacy support

by end 2025

Targeted parent fact sheet produced to support CALD families

by end 2026

Schools with large CALD student groups supported by Libraries Tasmania to improve access to first-language reading materials through school libraries and support literacy development at home

Key information on DECYP website is accessible and machine translatable

Fact sheet translated into the 20 most common community languages and disseminated through the Migrant Resource Centre

N/A

N/A

Need for interpreted information sessions in regions to reach more families considered

N/A

Action 45

Work with Aboriginal people to develop culturally appropriate resources for use in a structured literacy approach

**Milestones
by end 2024**

N/A

by end 2025

Resource needs identified

by end 2026

Culturally appropriate resources available for use in schools

Action 46 – 2025 Revision

Facilitate a process led by Tasmanian Aboriginal people and Aboriginal service providers to develop a culturally appropriate literacy strategy for Tasmanian Aboriginal people aligned to and consistent with relevant Closing the Gaps targets

**Milestones
by end 2024**

Comprehensive community engagement commenced

by end 2025

Community consultation complete and next steps identified

by end 2026

TBC

Action 47

Upskill Tasmanian school library staff to provide quality library experiences for students in schools

**Milestones
by end 2024**

Participation by 15 Tasmanian school library staff (across Government, Catholic and Independent sectors) in the TAFE NSW Diploma of Library and Information Services (School Specialisation)

by end 2025

Discussion initiated with TasTAFE on potential for future Tasmanian-based training options for school library staff

by end 2026

A broad range of professional learning delivered to school library staff

Further options for just-in time support identified

Planning is complete for next diploma intake

N/A

N/A

Clear communication is provided to schools regarding how to access just-in-time support from Libraries Tasmania

N/A

N/A

A broad range of professional learning delivered to schools library staff

N/A

Action 48

Support schools to improve student access to libraries and quality library experiences

**Milestones
by end 2024**

Further take up of the Sora library app providing direct access to eBooks and other eResources

Opportunities identified for students in schools without qualified librarians and with limited collections to engage more with public libraries

Team established within Libraries Tasmania to further develop partnerships with all schools and invest in print and eResources for school libraries (if appropriate resourcing identified)

by end 2025

Identified schools receiving appropriate guidance and support to improve student access to quality library experiences

School libraries receiving increased support

The School Library Team assists schools to improve the quality of physical collections and library spaces to support students to strengthen their reading skills and become readers for life

by end 2026

Identified schools receiving appropriate guidance and support to improve student access to quality library experiences

School libraries receiving increased support

The School Library Team assists schools to improve the quality of physical collections and library spaces to support students to strengthen their reading skills and become readers for life

Action 49

Consider additional recommendations in the *Lifting Literacy* report relevant to the school years and plan for ongoing implementation beyond 2026

**Milestones
by end 2024**

N/A

by end 2025

Response to additional recommendations developed

by end 2026

Plan established for ongoing implementation beyond 2026

Lifting Literacy in the Adult Years

We will ensure adult learners have access to literacy education that is evidence-based, learner focused, purposeful, authentic, and considerate of the barriers that adults face to learning. DECYP, through Libraries Tasmania, will maintain its commitment to supporting a broad-based and multi-faceted collective impact approach to engaging the full community in efforts to lift adult literacy, through 26TEN and the Libraries Tasmania Adult Literacy Service.

We will enhance our program of professional learning for library adult literacy staff and the broader adult literacy workforce through 26TEN, ensuring it is aligned to the science of reading evidence base (Rec 9). We will contribute to broader work to encourage tertiary providers to equip graduates to deliver quality structured literacy instruction, by working to ensure that sector-wide professional learning in adult literacy aligns with the evidence base (Rec 7).

We will stay engaged in Australian Government work with the state and territory governments to develop and implement a national strategy to renew the adult language, literacy, numeracy and digital literacy education workforce (Rec 18) and continue to take a leading role nationally in advocating for literacy approaches based on the science of reading to inform national approaches.

Specifically we will:



Action 50

Renew and strengthen professional learning for the library adult literacy workforce in line with evidence base

**Milestones
by end 2024****by end 2025****by end 2026**

N/A

New tutor
handbook finalised

Handbook available to all
adult literacy tutors

Alignment with
evidence assured through
peer review

Consistent, high-quality
in-house professional
learning and mentoring
is provided to library
literacy staff and
volunteer tutors

N/A

All library literacy staff have
access to consistent high-
quality, evidence-based
online, on demand training
and broader program of
professional learning

N/A

N/A

Action 51

Deliver and promote through 26TEN and Libraries Tasmania a program of appropriate professional learning for all adult literacy practitioners

**Milestones
by end 2024****by end 2025****by end 2026**

Training in evidence-based
practice included in annual
program of professional
development developed
by 26TEN

Training in evidence-based
practice included in annual
program of professional
development developed
by 26TEN

TBC

Action 52

Explore options for tertiary providers in Tasmania to offer units which equip adult literacy practitioners to deliver quality structured and evidence-based literacy instruction

**Milestones
by end 2024****by end 2025****by end 2026**

N/A

Possibility of a UTAS Graduate Diploma of Education unit that teaches evidence-based approaches to adult literacy teaching advocated through Education Round Table

TBC

Options for updating the TasTAFE Tutor Adult Literacy Learners (TALL) course content identified in collaboration with TasTAFE

N/A

N/A

Action 53

Consider establishing a formal community of practice for adult educators focused on evidence-based literacy practice

**Milestones
by end 2024****by end 2025****by end 2026**

N/A

Adult literacy practitioners surveyed for interest/need

TBC

N/A

Options considered and next steps identified

N/A

Action 54

Strengthen the capacity of the Libraries Tasmania Adult Literacy Service to provide high quality, individualised adult literacy support aligned to the science of reading throughout Tasmania

**Milestones
by end 2024****by end 2025****by end 2026**

New Regional Adult Literacy Coordinator and Adult Literacy Support Officer roles established

Renewed promotion of Adult Literacy Service

Quality literacy support provided to adult learners

Remote tutoring strategy developed

Quality literacy support provided to adult learners

Remote tutoring provided to adult learners, supported by trained tutors

Trials of remote tutoring completed

Tutors trained to deliver remote tutor training

N/A

Bespoke remote tutor training course made available on demand for interested tutors

Remote tutoring support promoted in community

N/A

Action 55

Improve literacy services available to prisoners in Risdon prison

**Milestones
by end 2024****by end 2025****by end 2026**

Evaluation of prison literacy pilot project complete and recommendations made to inform future approach

Prison library service improvements made in accordance with national and international standards and outcomes of prison literacy pilot

Prison library service improvements made in accordance with national and international standards and outcomes of prison literacy pilot

Prison library service improvements made in accordance with national and international standards

N/A

N/A

Action 56

Review learning material in Libraries Tasmania Adult Literacy Service for cultural appropriateness and safety

**Milestones
by end 2024**

N/A

by end 2025

Review resources for cultural appropriateness and safety

by end 2026

Additional culturally appropriate resources identified and added to endorsed learning materials

N/A

N/A

Cultural awareness training offered to volunteer tutors

Action 57

Consider additional recommendations in the *Lifting Literacy* report relevant to the adult years and plan for ongoing implementation beyond 2026

**Milestones
by end 2024**

N/A

by end 2025

Response to additional recommendations developed

by end 2026

Plan established for ongoing implementation beyond 2026

Measuring Progress

DECYP will support the development of clear and measurable literacy targets that enable reporting of progress against the Lifting Literacy Community-wide Framework. This includes, ensuring all schools demonstrate they are implementing the minimum schooling guarantee by 2026 and that progress can be monitored independently and publicly reported (Rec 19).

We will establish a monitoring framework for this implementation plan by the end of Term 1, 2024. This will include a commitment to accompany reliable statistics with meaningful stories of personal experience from learners, teachers and the broader community.



We are committed to measuring the system-wide impact over time of the introduction of structured (systematic and explicit) literacy teaching and an MTSS in all Tasmanian Government Schools. We will work with experts to establish appropriate benchmarks and an approach to a longitudinal study that will enable this.

We will provide input to support the LLOMG's consideration of the measures and targets proposed by the Literacy Advisory Panel and establishment of a statewide set of measures and targets by which to evaluate and monitor Tasmanian literacy rates (Rec 23).

We will contribute to the work of the Schools Sector Reference Group to establish a state-wide repository for collecting, reporting upon, and using, literacy data, including data from the Australian Early Development Census (AEDC), the Year 1 Phonics Check, the National Assessment Program – Literacy and Numeracy (NAPLAN), Tasmanian Certificate of Education (TCE) results, and attendance records (Rec 20), and cross-sector consideration of the state-wide application and reporting of other accredited assessment and screening tools (including GAPS, the Kindergarten Development Check (KDC) and Progressive Achievement Testing (PAT)) (Rec 21).

We will obtain a report on adult literacy data collection and future options, taking into account the Australian Government's commitment to develop a national skills survey (Rec 22).

Specifically we will:

Action 58

Establish the framework for measurement of progress by DECYP

Milestones by end 2024

Monitoring framework established, including targets for long-term impact

by end 2025

Longitudinal study commissioned on impact of system-wide introduction of the minimum schooling guarantee

by end 2026

N/A

Action 59

Deliver annual public reports on progress

Milestones by end 2024

First annual public report on progress delivered

by end 2025

Additional data sets included in public reporting as available

by end 2026

Additional data sets included in public reporting as available

Stories of personal experience from learners, teachers and the broader community included in reporting

Stories of personal experience from learners, teachers and the broader community included in reporting

Stories of personal experience from learners, teachers and the broader community included in reporting

Action 60

Participate in discussion across school systems to establish parameters for collection and use of a central repository, hosting and management arrangements and responsibility for design of data specification

Milestones by end 2024

by end 2025

by end 2026

N/A

Most appropriate mechanism
and funding arrangements
for repository established

TBC

N/A

Data specifications
determined

N/A

N/A

Access, use and storage
of data established

N/A

Action 61

Participate in discussion across school systems and with the early education and care sector about broad application of screening and assessment tools

Milestones by end 2024

by end 2025

by end 2026

Findings from DECYP GAPS
pilot shared with non-
Government school sectors

Discussions progressed

TBC

Discussions commenced

N/A

N/A

Action 62*

Engage a consultant to produce a report on adult literacy data collection and future options, with oversight from the 26TEN Coalition

**Milestones
by end 2024****by end 2025****by end 2026**

Consultant engaged

Report findings and
next steps considered

N/A

Report finalised

Recommendations made
to LLOMG

N/A

***This action is on hold pending the outcome of Action 63**

Action 63

Remain engaged in the Australian Government's process of implementing a Foundation Skills Assessment study

**Milestones
by end 2024****by end 2025****by end 2026**Tasmanian input provided at
National level as appropriateMain survey collection
supported in Tasmania

TBC

Action 64

Contribute to evaluation and monitoring of Tasmanian literacy rates

**Milestones
by end 2024****by end 2025****by end 2026**DECYP position on
appropriate measures
developed and shared
with LLOMGReport prepared against
established monitoring
frameworkReport prepared against
established monitoring
frameworkInitial report prepared
against established
monitoring framework

N/A

N/A

Recommendations of the Final Report of the Literacy Advisory Panel

Valuing Literacy

Principle: A community-wide approach to literacy requires collaboration of many stakeholders, including families, educators, local organisations, and government to promote literacy development and improve literacy outcomes for all members of the community.

1. Develop a single portal which brings together relevant evidence-based, information and advice about literacy, including literacy resources and supports, tools and other supports. It should also include resources for community hubs and public outdoor spaces.
2. Initiate a community-wide campaign to lift literacy in Tasmania. This should build on existing work and aim to lift literacy aspirations, address stigma, and encourage all Tasmanians, no matter their age, to further develop their literacy knowledge, understanding, and skills.

Families

Principle: Family involvement is critical in supporting a child's age-appropriate language and literacy development. By creating a supportive environment at home that promotes reading, writing, speaking, and listening, families can support children to develop important literacy skills, and foster a love of learning.

3. Support the B4 Coalition to continue to develop and raise awareness of resources to support families to fulfill their foundational and ongoing influence on their child's language and literacy development. This includes the importance of early oral language development, and positive social and emotional wellbeing.

Early Years

Principles:

- **The first 1,000 days are critical in setting a foundation for language and literacy learning.**
- **Early intervention provides families with resources, supports and information to enhance their child's communication skills.**
- **All Tasmanian children at risk of not meeting developmental milestones, regardless of geographical location, should have timely referral and access to intensive support or resources where needed.**

4. Develop a consistent state-wide phonological awareness screening program/process to be administered to all children any time before the end of term one in Kindergarten to identify children who would benefit from additional language and literacy support and ensure priority access to support for those children.

5. Increase the frequency of child health assessments by adding an 18-month child health assessment by CHaPS for all children, update other checks to 2.5 and 3.5 years and increase the frequency of child health assessments offered to vulnerable families to support continued engagement.



Minimum Schooling Guarantee

Principle: Learning to read is recognised and positioned as foundational to all other literacy learning.

6. That the Government adopt the following minimum guarantee for literacy and monitor systems to ensure the approach is being followed:

A) All education systems will:

- provide a systemic approach to the teaching of literacy, including reading and writing which meets the requirements of the Early Years Learning Framework, the Australian Curriculum, and the Australian Core Skills Framework. The systemic approach should be structured (systematic and explicit), include scopes and sequences quality assured by AERO and should emphasise the reciprocity of reading and writing. For secondary and senior secondary settings there needs to be increasing emphasis on disciplinary literacy and developing literacy skills in all subject areas,
- set expectations with accountabilities for Principals/Leaders to lead whole school implementation of the systemic requirements and report progress, and
- discontinue all current policies, programs and practices which do not align with the five elements of the minimum guarantee.

B) When teaching reading in Tier 1 educators will, at a minimum, use practices aligned to the science of reading evidence base and align instruction to the Australian Curriculum by including the Big Six: Oral Language, Vocabulary, Phonological Awareness, Letter sound knowledge (phonics), Comprehension, and Fluency, in accordance with the systemic and whole school requirements. This includes for those students in secondary and senior secondary schools who are still developing foundational literacy skills and/or require more time on the content/strategies to acquire the necessary skill.

C) All schools will be required to implement the National Year 1 Phonics Check during Year 1, in Term 3, with the results from the Check being utilised to target future school-based intervention. This implementation will include provision of evidence-based professional development in systematic phonics instruction, administering the Check, data collection and analysis of the Check and developing an intervention plan for students not meeting expected progress.

D) All students are taught the same concepts through a structured approach to teaching literacy utilising a multi-tiered system of support that recognises that some will require more time on the content/strategies to acquire the necessary skill. Tier 1 instruction should be aligned to the science of reading evidence base and supported by accredited professional development.

E) Decisions about the level of support required for students who are not meeting expected progress in literacy will be based on robust curriculum-based assessment data. Learners in need of additional support beyond Tier 1 instruction will receive Tier 2 and Tier 3 interventions, with the goal to return the student to Tier 1 instruction as soon as possible. Regular assessments and progress monitoring using evidence-based practices should be used to determine which students receive Tier 2 and 3 interventions. Systems will develop a list of recommended evidence-based interventions based on the criteria outlined by the Dyslexia-SPELD Foundation and other sources that have been adopted at a system level. This minimum guarantee is the core expectation and recognises that literacy instruction should include additional opportunities for developing rich literacy environments.

Workforce

Principle: Teaching aligns with contemporary peer-reviewed evidence, including cognitive research, and is explicit and systematic.

7. Work with tertiary education providers in Tasmania to ensure graduates are skilled to deliver quality structured literacy instruction that is structured (systematic and explicit) and evidence-based.

8. The Tasmanian Education System should ensure that every educator engages in focused professional development in literacy every year appropriate for their teaching role and that providers are drawn from a quality assured list of service providers who deliver professional development aligned to the science of reading evidence base and is periodically reviewed at a system level. First year teachers should receive initial targeted professional development aligned to the Tasmanian minimum guarantee to ensure preparation to teach literacy. This would be done preferably before the start of the school year but should be no later than the end of their fifth week after commencing at the school.

9. Facilitate and incentivise the adult and early childhood education and care (ECEC) literacy workforce (including volunteers) to participate in professional development aligned to the science of reading evidence base, and a community of practice.

10. Develop a Tasmanian Literacy Workforce Attraction and Retention Strategy that is supported by research to understand unmet need and workforce gaps, with a view to increasing access to Allied Health Professionals across the continuum of literacy learning.

Targeted support

Principle: In keeping with the individual at the centre, all learners irrespective of background, ethnicity, language spoken at home and other social factors are supported.

11. Ensure that students whose learning plans identify a need for literacy development have access to assessments for language and learning difficulties. Students identified as needing referrals to health or allied health professionals for literacy support should receive priority access.

12. Provide guidelines for education providers on how to support CALD learners across all ages and provide resources for individuals and families. These resources should include accurate and translated information appropriate to life events, for literacy supports they or their family may require.

13. Government engages with and is led by Tasmanian Aboriginal people and Aboriginal service providers to develop a culturally appropriate Literacy Strategy for Tasmanian Aboriginal people that is aligned to and is consistent with relevant Closing the Gap targets.

Libraries

Principle: Position libraries as pivotal community centres for supporting literacy development for Tasmanians of all ages.

14. Libraries Tasmania should continue their work in providing families of young children not yet at school, with the services to support early language and literacy development including providing play-based learning opportunities.

15. Initiate in-service and short courses in evidence-based professional development in literacy, aligned to the minimum requirements for systems for upskilling the library workforce across the state.

16. Develop and establish partnerships between Libraries Tasmania and all schools without qualified librarians or with limited collections to provide professional development, resources and just-in-time support.

17. Investigate the potential benefit of introducing mobile library support for schools that cannot support a quality collection or communities that struggle to maintain adequate library collection due to location, funding, or size.

Adult Learners

Principle: Ensure adult learners have access to adult literacy trainers who provide literacy education that is evidence-based, learner focused, purposeful, authentic, and considerate of the barriers that adults face to learning.

18. The Tasmanian Government should seek advice on the Federal Government's intentions to progress the recommendations from the Inquiry Into Adult Literacy and in particular recommendation 13 that recommends that the Australian Government work with the state and territory governments to develop and implement a national strategy to renew the adult language, literacy, numeracy and digital literacy education workforce.

Measures and Targets

Principle: Develop clear and measurable literacy targets that enable reporting of progress against Lifting Literacy: The Community-wide Framework.

19. By 2026, all schools must demonstrate that they are implementing the elements of evidence-based literacy instruction as described in the Minimum Schooling Guarantee recommended by the Panel. Progress towards this goal should be monitored independently and reported on publicly.

20. Establish a state-wide repository for collecting, and reporting upon, data that will measure progress against targets and assist in evaluation of initiatives and inform resourcing decisions. The following assessments and collections will be required in all school systems in Tasmania without exception and include:

- AEDC
- Year 1 Phonics Check
- NAPLAN
- TCE
- Attendance

21. Consider the state-wide application and reporting of other accredited assessment and screening tools (including GAPS, KDC and PAT).

22. 26TEN Coalition should be commissioned to lead and advise on adult literacy data collections and provide recommendations on the potential development of a Tasmanian Adult Literacy Survey in alignment with the Australian Government's National Study on Adult Literacy, Numeracy and Digital Literacy Skills to support measurement and reporting against Lifting Literacy: The Community-wide Framework.

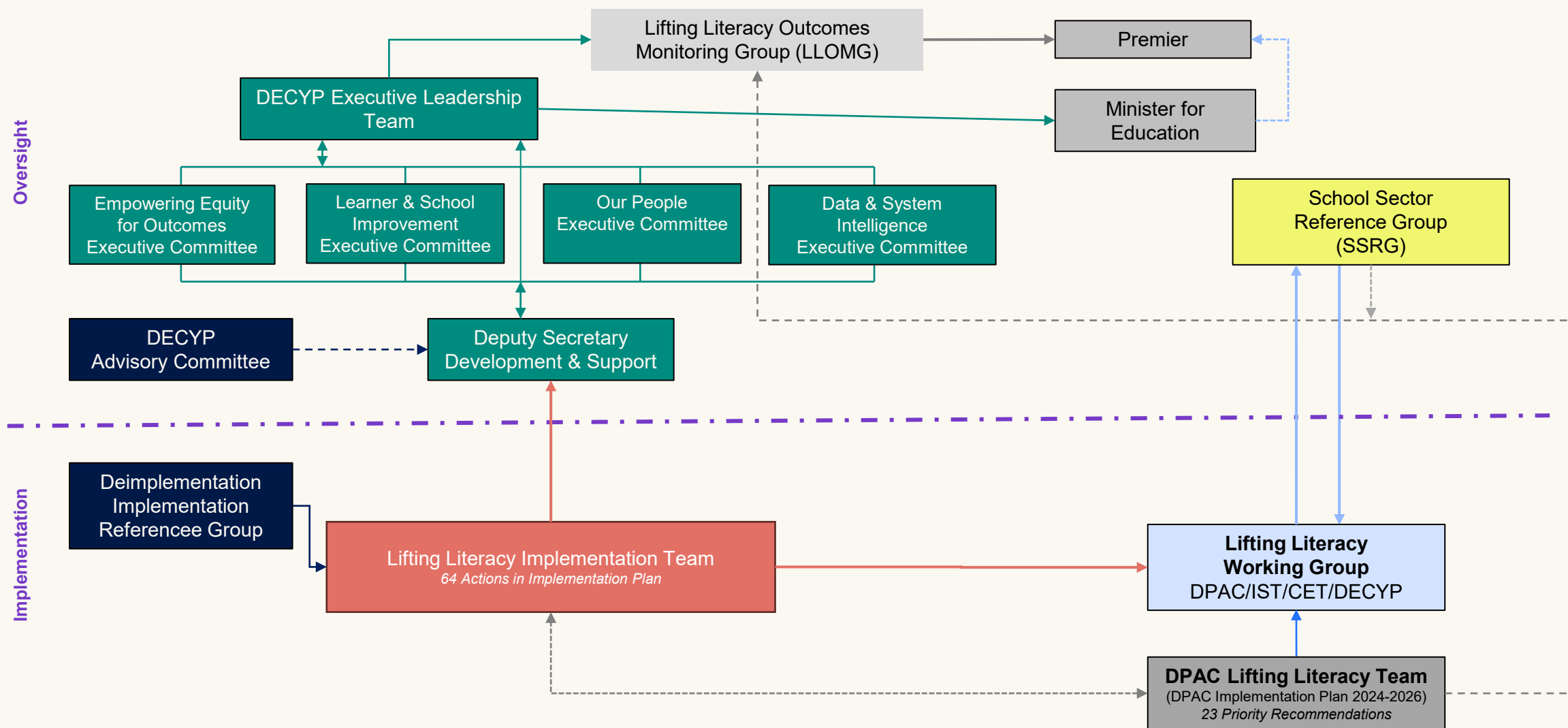
23. From the data sets available the Panel recommends the measures and targets on page 34 - 35 of the Final Report of the Literacy Advisory Panel be considered in evaluating and monitoring Tasmanian literacy rates.



**Department for Education,
Children and Young People**

www.decyp.tas.gov.au

Lifting Literacy Governance



<https://www.tas.gov.au/literacy/progress-and-outcomes#Tasmania's-Lifting-Literacy-Outcomes-Monitoring-Framework>

Tasmania's Lifting Literacy Outcomes Monitoring Framework

- The Lifting Literacy Outcomes Monitoring Framework includes outcomes to measure the progress and impact of the Lifting Literacy project.
- The Framework was developed by the Lifting Literacy Outcomes Monitoring Group in 2024.
- The Lifting Literacy Outcomes Monitoring Group will use the Framework to monitor progress and outcomes across the range of government departments and other organisations leading implementation.

Early Years

Outcome 1 - Tasmanian children are developmentally on track for Communication and Language skills

Indicators

- Percent of Tasmanian children developmentally on track in the Communication domain of the Australian Early Development Census (AEDC).
- Percent of Tasmanian children developmentally on track in Language and Cognitive Skills domain of the AEDC.

Outcome 2 - Closing the Gap Outcome 4 is met - Aboriginal and Torres Strait Islander children thrive in their early years

Indicator

- Proportion of Aboriginal and Torres Strait Islander children assessed as developmentally on track in all 5 domains of the AEDC.

Outcome 3 - Families and communities have awareness of their role in supporting Children's literacy development

Indicator

- Percent of parents and carers of children aged 0 to 3 years who report awareness of how they can support their child's literacy development as measured by a brief annual spot survey conducted in a range of early years settings.

Outcome 4 - Families have access to practical and evidence-based support and information on how to support their child's language and literacy development

Indicator

- Percent of parents and carers of children aged 0 to 3 years who report they have accessed evidence-based resources to support their child's literacy development as measured through a brief annual spot survey in a range of early years settings.

Outcome 5 - Tasmanian children have access to timely, and consistently applied assessments and screening.

Indicators

- Percentage of children in the relevant age cohort undertaking a child health assessment at 18 months.
- Percentage of children in relevant age cohort undertaking a consistently applied phonological awareness screen prior to end term 1 Kindergarten.

Outcome 6 - Tasmanian children have access to timely and effective referrals and clinical interventions where indicated

Indicators

- Percent of children undertaking a Child Health Assessment referred to a speech pathologist.
- Percent of children referred by Child Health Assessment staff to a speech pathologist offered an appointment within six months of referral and split between those that attended and those that did not.
- Percent of children identified through phonological awareness screening process as requiring further diagnostic testing by a clinician (eg. allied health) and referred.
- Percent of children identified through phonological awareness screening as requiring further diagnostic testing and referred to a clinician who are offered an appointment with, and/or receive therapy from, the relevant clinician within six months of referral.

Outcome 7 - A knowledgeable, skilled and supported workforce supporting Childrens' early development

Indicators

- Percent of early years workforce who have participated in professional learning aligned to science of reading evidence base in the past year.
- Percent of early years literacy workforce self-assessing improved understanding and confidence in supporting literacy acquisition as measured through a brief survey.

Outcome 8 - the Early Years literacy workforce is available in sufficient numbers

Indicator

- Percent of ECEC services meeting National Quality Standard 4 (Staffing Arrangements).

Outcome 9 - Closing the Gap Outcome 3 is met: Aboriginal and Torres Strait Islander children are engaged in quality, culturally appropriate early childhood education in their early years

Indicator

- Proportion of Aboriginal and Torres Strait Islander children enrolled in Year Before Full Time Schooling early childhood education.

School Years

Outcome 1 - Tasmanian school-aged Children achieve at or above expected age-related proficiency levels

Indicators

- Percent of students meeting the threshold (28 out of 40 words decoded) in the National Year 1 Phonics Check.
- Percent of students achieving 'strong' or 'exceeding' proficiency levels in the Year 3, 5, 7 and 9 in NAPLAN for reading.
- Percent of students achieving 'strong' or 'exceeding' levels in the Year 3, 5, 7 and 9 NAPLAN for writing.
- Percent of students achieving 'strong' or 'exceeding' levels in the Year 3, 5, 7 and 9 NAPLAN for spelling.
- Percent of students in years 3, 5, 7 and 9 who participate in the NAPLAN.
- Tasmanian student attendance rate of 90% or higher in years 1-6 and 7-10.

- Percent of students that meet the Everyday Adult Standard for Reading, Writing and Communication (in English).

Outcome 2 - Closing the GAP Outcome 5 is met – Aboriginal and Torres Strait Islander students achieve their full learning potential

Indicators

- Proportion of Aboriginal and Torres Strait Islander people (age 20 to 24) attaining year 12 or equivalent qualification. Target is to increase this proportion to 96% by 2031.

Outcome 3 - All schools implement a consistent, evidence-based approach to teaching structured literacy with instruction aligned to Minimum Schooling Guarantee and Australian Curriculum

Indicator

- Percent of teachers self-assessing/assessed as having effectively implemented the key elements of the Minimum Schooling Guarantee and structured literacy using an agreed checklist.

Outcome 4 - Early literacy screening with timely, effective and consistently applied interventions provided to all students identified as potentially benefiting from additional support and checks to determine if interventions were effective.

Early screening by end of Term 1. For the purposes of this Outcome, interventions are defined as receiving tier 2 and/or tier 3 support as part of an established multi-tiered system of supports.

Indicators

- Percent of schools that have implemented the National year 1 phonics check. Target was previously 100% in 2023, revised target is 100% in 2024.
- Percent of students screened by end of Term 1 (P-8) on literacy sub skills (using a tool such as DIBELS).
- Percent of students who did not meet age-related screening benchmarks who receive tier 2 and/or tier 3 support by beginning of week 4 of term 2.
- Percent of students who didn't meet their respective age-related screening benchmarks who are reassessed in the following year.
- Percent of reassessments that met the following year age-related screening benchmark.

Outcome 5 - There is a knowledgeable, skilled and supported literacy workforce. All educators use evidence-based teaching practice in the teaching of literacy

Indicators

- Percent of the school years literacy workforce that have completed targeted professional learning aligned with Tasmanian minimum schooling guarantee.
- Percent of new teachers that have completed targeted professional learning aligned with the Tasmanian Minimum Schooling Guarantee no later than the end of the 5th week of commencing at a school.
- Percent of school years workforce reporting satisfaction with professional learning provided to support delivery of the minimum schooling guarantee.

Outcome 6 - The School Years literacy workforce is sufficient in numbers

Indicator

- Numbers of positions and vacancy rates for each key role in School Years literacy workforce.

Adult Years

Outcome 1 - Literacy levels in Tasmania's adult population increase

Indicator

- This indicator is TBC when more information is available on literacy measures to be collected in the proposed new Australian Government Foundational Skills survey.

Outcome 2 - Adult learners are aware of resources and support to improve literacy and motivated to access them

Indicator

- Number of new participants in literacy programs for adult learners by key programs.

Outcome 3 - The adult literacy workforce is knowledgeable, skilled and supported

Indicators

- Percent of adult literacy volunteers who have completed, or who are enrolled in, the TasTAFE TALL (Tutor Adult Literacy Learners) course.
- Percent of adult literacy employees with a tertiary qualification.
- Percent of adult literacy employees who have completed a professional learning course that covers the Science of Reading.

Outcome 4 - Adult learners who utilise support achieve improved literacy

Indicator

- Percentage of those who have enrolled in an adult literacy program who increase their ACSF at least one ACSF focus area.

School	Total headcount (Census 2, 2025)	
	Y11	Y12
Ashley School	7	<5
Bayview Secondary College	32	20
Bothwell District High School	<5	<5
Brighton High School	15	-
Brooks High School	<5	<5
Burnie High School	<5	<5
Campania District School	6	<5
Campbell Town District High School	7	<5
Cape Barren Island School	-	-
Claremont College	277	190
Clarence High School	<5	<5
Cosgrove High School	<5	<5
Cressy District High School	-	-
Deloraine High School	5	<5
Devonport High School	19	7
Don College	375	297
Dover District School	6	<5
Elizabeth College	383	355
Exeter High School	<5	8
Flinders Island District High School	-	-
Glenora District School	11	5
Hellyer College	350	306
Hobart City High School	12	13
Hobart College	728	641
Huonville High School	35	19
JRLF - Senior School	22	<5
King Island District High School	-	-
Kings Meadows High School	<5	<5
Kingston High School	15	<5
Latrobe High School	11	<5
Launceston Big Picture School	22	18
Launceston College	745	623
Lilydale District School	11	9
Montrose Bay High School	-	-
Mountain Heights School	6	6
New Norfolk High School	9	9
Newstead College	261	161
North West Support School	11	11
Northern Support School	9	10
Oatlands District High School	<5	<5
Parklands High School	<5	<5
Penguin District School	<5	<5
Port Dalrymple School	9	6
Prospect High School	<5	5
Queechy High School	9	15
Reece High School	<5	-
Riverside High School	8	-

Rose Bay High School	-	-
Rosebery District School	-	-
Rosny College	578	390
Scottsdale High School	26	<5
Sheffield School	10	12
Smithton High School	29	9
Sorell School	31	25
Southern Support School	9	<5
St Helens District High School	13	5
St Marys District School	8	<5
Taroona High School	26	22
Tasman District School	<5	<5
Tasmanian eSchool	93	86
Triabunna District School	7	<5
Ulverstone Secondary College	59	31
Winnaleah District High School	<5	<5
Woodbridge School	<5	-
Wynyard High School	<5	<5
Yolla District School	12	5



TCE Progress Report Key Metrics

School Name

Multiple selections

Include ICT in
projection?

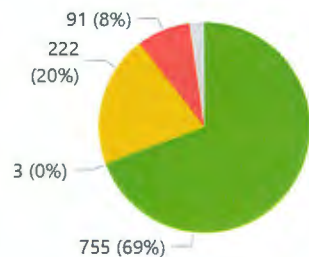
Yes

No



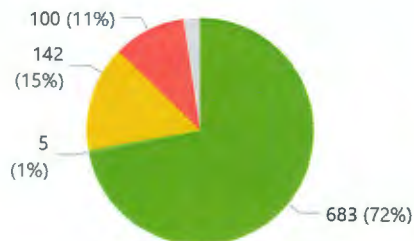
What does this mean? Click here for more information

Overall Year 11 TCE Progress Rate



Overall Progress	# Students	%
On Track	755	68.9%
On Track (w VET)	3	0.3%
Possible - flags	222	20.3%
Not on Track	91	8.3%
No Current Enrolments	24	2.2%
Total	1,095	100.0%

Overall Year 12/13 TCE Progress Rate (Excluding ICT)



Overall Progress	# Students	%
On Track	683	71.7%
On Track (w VET)	5	0.5%
Possible - flags	142	14.9%
Not on Track	100	10.5%
No Current Enrolments	22	2.3%
Total	952	100.0%

Common Queries

Quick links to help you get started with the report. All buttons below are links that will take you to a page filtered to just the stated students. A 'clear filters' button in top right will return the page to all students.

Please show me...

Current Year
11 students

Current Year
12/13 students

A list of students at risk of not achieving the TCE due to low attendance/ratings in 1 or more courses



A list of students currently enrolled in less than 600 hours of study.



A list of students not on track to achieve the TCE but with an active learning plan, and so who may be eligible for the TCEA.



A list of students who are projected to be short 10 or fewer Credit Points by the end of the year.



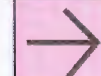
A list of students who are currently enrolled in 900 or more hours of study (90 credit points or more).



Literacy

Numeracy

A list of 2024 year 11 students who are not on track to achieve Adult Everyday Standards





TCE Progress Report

Current Year 12/13 Students

School Name

Multiple selections

Student's Name/EdID

All

Include ICT in
projection?

Yes

No

Clear Filters

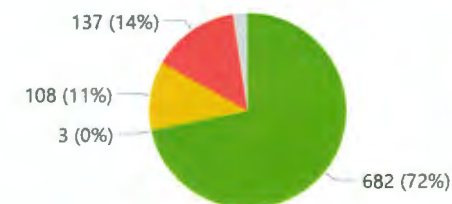
Click here for
demographic filters

Student List

Student's Overall Progress	Credit Points	Credit Points (L2+)	Literacy Standard	Numeracy Standard	ICT Standard	Attendance YTD (Current year)	Single Subject Assessment (expand)
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On Track	177	174	✓	✓	✓	86%	
On Track	142	125	✓	✓	✓	53%	
Possible - flags	137	127	!	✓	✓	28%	
Not on Track	75	70	!	!		17%	
Possible - flags	134	131	✓	!	✓	86%	
On Track	130	115	✓	✓	✓	89%	
Not on Track	130	90	✓			97%	
On Track	178	173	✓	✓	✓	83%	
On Track	130	130	✓	✓	✓	82%	
On Track	130	125	✓	✓	✓	89%	
On Track	130	110	✓	✓	✓	74%	
On Track	140	117	✓	✓	✓	83%	
On Track	137	129	✓	✓	✓	65%	
On Track	142	125	✓	✓	✓	88%	
On Track	131	126	✓	✓	✓	93%	
On Track	160	134	✓	✓	✓	97%	
On Track	160	160	✓	✓	✓	93%	
Not on Track	82	78		✓		35%	
Possible - flags	135	125	✓	✓	✓	47%	
On Track	137	121	✓	✓	✓	72%	

Overall Year 12 TCE Projection Rate



☒ On Track
 ☒ On Track (w VET)
 ☒ Possible - flags
 ☒ Not on Track

Click single student to see more

% On Track By

Show me Students:

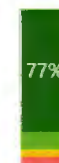
At least 120 Credit Points

11% 14% 74%

At least 80 Credit Points (at Level 2 or higher)

9% 7% 84%

Literacy Standard



Numeracy Standard



ICT Standard





TCE Progress Report

Individual Student Profile

School Name

All

Student's Name/EdID

Include ICT in projection?

Yes

No

Clear Filters

Click here for demographic filters

Not on Track

Progress towards the TCE - Excluding ICT Standard

Total Course Credits



$$15 + 102 + 0 = 117 \quad \times$$

Past Credits Current on Track Current at Risk Total Credit Pts

Total Course Credits at Level 2 or Higher



$$15 + 69 + 0 = 84 \quad \checkmark$$

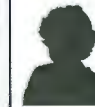
Past Credits Current on Track Current at Risk Total L2 Credit Pts

Year 12

On Track for progressing towards the TCE for a Year 12 student is defined as meeting all of the following:

- At Least 120 Credit Points
- At Least 80 Credit Points at Level 2 or higher
- The Literacy Standard
- The Numeracy Standard
- The ICT Standard

No prior DECYP data for student



Name

EdID

TASC ID

Age

Year level

Gender

Attendance Rate (YTD)

edi Profile

SSS Link



Literacy Standard



Numeracy Standard



ICT Standard

Current Year Classes

Current + Historic Classes

School	Subject	Credits	L2 Credits	Standards	Reasons Flagged
		30	30		None
		15	0		None
		10	10	Numeracy	None
		8	8		None